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ABSTRACT

This document presents the results of an extensive comparative study of the campus laboratory schools of four state universities: Florida State University, Florida Agricultural and Mechanical University, Florida Atlantic University, and the University of Florida. Its primary purpose is to provide information which will be useful to those involved in legislative and/or educational decisionmaking. The study is based on the assumption that "there is no serious doubt as to the need for highly sophisticated centers for research and experimentation" and that the ideal campus laboratory school would be one which would be able "to effectively carry on experimentation and research under optimum conditions and with the resources necessary to yield reliable data and in which replicable practices can be developed and disseminated." Each of the laboratory school programs is described in terms of its relationship to a six-part definition of the "ideal" school and in terms of sources and amounts of financial support. Comparative analysis of this data (as well as the variety of materials included in the appendix) suggests that each of the campus laboratory schools now operating should be continued and leads to a number of recommendations for their improvement in terms of the above-stated ideal. Also included is a selected bibliography on laboratory schools. [Not available in hard copy due to marginal legibility of original document.] (JES)

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CAMPUS LABORATORY SCHOOLS IN THE STATE UNIVERSITY SYSTEM OF FLORIDA

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Chapter I

BACKGROUND INFORMATION ON LABORATORY SCHOOLS AND STATEMENT OF THE PROBLEM

BACKGROUND INFORMATION ON LABORATORY SCHOOLS AND STATEMENT OF THE PROBLEM

The early campus schools were most often called Demonstration Schools. Their primary functions at that time, in addition to providing what was usually a better than average school for their students, were (1) to provide a place to do their practice teaching for college students who hoped to become teachers, and (2) to serve as a model school which teachers from the public schools could visit to learn what was new and best.

The student teaching function was somewhat analogous to the use of a teaching hospital to give prospective physicians a chance to observe and practice their skills in a closely supervised clinical setting. However, the number of people in teacher training became too large for the campus school to accommodate so the main burden of providing a place for practice teaching has largely shifted to the public schools.

The demonstration function was only moderately successful. Public school teachers too often failed to benefit from their observations mainly because they considered the campus school too "ideal" and felt that they could not successfully duplicate in their own schools the teaching practices they observed.

In the meantime there was a tendency, which still survives, for the campus school to become a school for faculty children and the community elite.

Observation and participation of teachers in training have continued to be important functions, although the nature of observation and participation has too often been ill defined so that meaningful appraisal of value has been practically impossible.

Debate has been continuous over the years as to the most appropriate functions of these schools.[1] While a number of campus laboratory schools have been closed in recent years, others have been opened.

In recent years there has been an increasing interest in experimentation and research as an important function, although there is usually little evidence of its reality. Too often most of the experimentation and research is carried on by graduate students working on advanced degrees. This is, of course, more likely to help the graduate student and to contribute only incidentally to a carefully planned and coordinated program of experimentation and research.

As the primary function and raison d'être shifted more to experimentation and research names began to change from "demonstration" school to "laboratory" school. The PK Yonge School at the University of Florida, for example, has been called the PK Yonge Laboratory School since its beginning in 1934.

There is no serious doubt as to the need for highly sophisticated centers for experimentation in education. The debate now focuses on where such experimentation and research can be most effectively carried on under optimum conditions and with the resources necessary to yield reliable data and in which replicable practices can be developed and disseminated.

In determining an appropriate locus for experimentation and research and in determining whether there is an appropriate role for the campus laboratory school in research and experimentation we might ask such questions as these:

1. What questions need to be answered and what problems need to be solved in order to improve education?
2. Which of these questions can be answered through a research or experimental approach as opposed to a process of deliberation designed to reach agreements on policy?

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[1] The literature on laboratory schools is voluminous. A selected bibliography is included at the end of this report.

3. Which portions of this research cannot be conducted equally effectively in established public or private schools?
4. Which of the research which could not be conducted in established public or private schools could be conducted in a campus laboratory school?

Some hold that high risk experimentation is appropriate only in campus laboratory schools specifically designed and supported for that purpose. Freedom and support to try and fail without undue censure must be provided in some way. School administrators who must dissipate their energies in explaining away their failures can hardly be expected to be full time creative innovators.

The laboratory schools conducted within the State University System have given hard and serious thought and planning to these matters. This is attested by a considerable number of reports of faculty self-studies, Southern Association Visiting Team reports,consultants' reports, and building surveys. Those responsible for the operation of our laboratory schools have about reached the point where they are ready to "fish or cut bait." They feel strongly that the laboratory schools can and should play a necessary and significant role in the advancement of education. They have suffered long years of dissatisfaction and frustration and seem to be saying "let's either make our laboratory schools first class centers of research, development, and dissemination or get out of the laboratory school business." The decision, however, is not theirs to make. The decision can be made only by the people of Florida, speaking through their elected representatives in the legislature.

The purpose of this report is to provide information which, hopefully, will be useful in making wise and informed decisions.

Chapter II

PROS AND CONS OF LABORATORY SCHOOLS

PROS AND CONS OF LABORATORY SCHOOLS

Controversy regarding the merits of campus laboratory schools has been long and continuous. What are the principal arguments advanced in support of campus laboratory schools? What do those say who do not feel that such schools serve a legitimate educational purpose?

In this section, the main arguments on both sides of the issue are presented. Four major points on each side are presented first. Then each major point will be developed briefly.

Among the arguments used by those who favor campus laboratory schools we usually find, stated in various languages, the following:

1. High risk experimentation is safer to conduct and is likely to be more productive in a university setting;
2. Training the school staff for responsible and competent participation in experimentation and research can best be done in a university setting;
3. Resources needed for educational research are more likely to be adequate and available in a university setting;
4. Educational research in a university setting is more likely to attract additional outside funding.

Those who oppose campus laboratory schools usually cite the following:

1. Campus laboratory schools often serve primarily as special schools for faculty children and children of the community elite;
2. They cost too much;
3. Their functions can be carried out as well or better by public schools;
4. Often campus laboratory schools have lagged behind the better public schools in adopting innovative practices.

For the Campus Laboratory School

1. High risk experimentation is safer to conduct in a university setting.

In any educational experimentation with live children, there is some risk that the experimental program will not be sufficient to meet the needs of the student. A research environment that is located adjacent to a university has a much greater possibility of spotting such experimental weaknesses and providing remedial and supportive instruction for the student so that they will not have been permanently penalized by virtue of being included in an experimental effort. These kinds of back-up resources, are, in the main, not available in an operating public school.

2. Training the school staff for responsible and competent participation in experimentation and research can best be done in a university setting.

The training and development of the laboratory school staff to serve as participants in a programmed research effort is much easier to accomplish in a university school than in a public school because of the concentration of expertise in research methodology and technique on the university campus.

3. Resources needed for educational research are more likely to be adequate and available in a university setting.

Educational research, which is on the forefront of knowledge, inevitably requires a mix of human resources and capabilities including researchers, learning specialists, statistical analysts, subject matter specialists, and classroom teachers, which is largely unavailable to the typical public school in this state. The only place where these resources are available on a ready and continuing basis, are the universities which have university laboratory schools associated with them.

Ohles contends that serious research in the public schools is not likely to occur.

> On the surface it may seem obvious that a laboratory school that has evolved into a cozy private school and been separated from its college and even its department of education is an unnecessary luxury, a useless waste of space, staff, and money. However, such an appraisal assumes that there is no legitimate role for a campus school and that the public school is the proper place for educational research.
>
> Starting with the latter premise, it should be acknowledged that popularizing research in education has cheapened it in quality if not in dollars. With research a gimmick to rally public support, prove that a school system is up to date, and provide an appendage to a public relations program, or foster personal ambitions, the systematic, rigidly controlled process essential to a search for truth is missing. When what is labeled "research" must prove a point rather than test one, it is incapable of producing the theory and technique essential for solution of the serious problems of teaching and learning. Only by stretching the imagination or distorting a definition can we seriously speak of research in the public schools.
>
> The vital role of the laboratory school is to be an educational laboratory. Under a college of education, the laboratory school can test a theory, apply expertise to every aspect of the research effort, exert adequate controls, utilize data-handling resources, and measure failure or success with equal candor--all those things that a public school does poorly, if at all.[2]

4. Educational research in a university setting is more likely to attract additional outside funding.

Programmed and developmental research is an expensive and time-consuming process. It is not reasonable to assume that all of the programmed research which could and should be conducted in a university laboratory school will be supported out of state funds. The planners and participants in such research efforts will need to look to other sources of financial support for at least portions of the program.

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[2] John F. Ohles, "Is the Laboratory School Worth Saving?" Journal of Teacher Education, 18 (Fall, 1967) pp. 305-306

University research personnel in colleges of education are considerably more sophisticated in the tactics of fund procurement for research support than are public school people. Research proposals specifying a laboratory school for developmental research ought to have a higher probability of approval than proposals without such a research environment.

Against the Campus Laboratory School

1. They often serve primarily as special schools for faculty children and children of the community elite.

   It is often true that the presence of a campus laboratory school serves as an aid to faculty recruitment. A commitment to accept a faculty member's children in the campus laboratory school has often been used as an additional inducement to accept a position in the university. Whether they are actually better or not, the community is often convinced that the campus laboratory school is better than the average run of public schools, therefore, influential members of the community have often brought pressure to bear to admit their children.

2. They cost too much.

   In the face of continually rising costs for operating a university, those responsible for raising the necessary funds have objected to the additional cost of operating a campus laboratory school. This is especially true when the laboratory school is perceived as a kind of private school which is run for the benefit of a selected few. Often laboratory schools charge higher fees for materials than do nearby public schools.

3. Their functions can be carried out as well as by public schools.

The thinking of those who hold to this point of view has been well expressed by Ohles in these words:

> It was no longer considered satisfactory to depend on laboratory schools to develop new advances in education, for now it was believed that the artificial campus laboratory was too far removed from neighborhood school reality.[3]

Ohles also points out that the prestigous Harvard Graduate School of Education tests out its educational research in public schools rather than on the campus.

4. Often, campus laboratory schools have lagged behind the better public schools in adopting innovative practices.

This criticism has been heard more often in recent years, especially since large amount of funding for testing innovative ideas has been made available to public schools both by the federal government and by foundations. Van Til remarks on this trend in these words:

> Two contemporary trends have particular significance for the laboratory school. Increasingly, the public schools are the locale of student teaching or extensive research. Increasingly, the innovations in education come from massive projects financed by national government or foundations. Decreasingly, do the significant innovations come from the laboratory school.[4]

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[3] John F. Ohles, "Is the Laboratory School Worth Saving?" Journal of Teacher Education, 18 (Fall , 1967), p. 304

[4] William Van Til, "The Laboratory School: Its Rise and Fall?" Indiana State University and Laboratory School Administrators Association, 1969. pp. 9-10.

Chapter III

THE "IDEAL" CAMPUS LABORATORY SCHOOL

THE "IDEAL" LABORATORY SCHOOL

The following statements may be considered as criteria used to describe the "ideal" campus laboratory school. In effect, these criteria indicate that the ideal laboratory school has developed and validated its mission, that the student body, faculty, financial support and other resources necessary to carry out its mission are present, and that procedures have been developed to determine the extent to which the laboratory school is accomplishing its mission.

The criteria are as follows:

1. There is a precise statement of mission.

   The laboratory school has cooperatively developed a clear cut statement of its mission which is acceptable to the faculty, the sponsoring university, the parents of the students, and the students themselves. The mission described must be unique, i.e., the mission could not be achieved satisfactorily in a setting other than a campus laboratory school. Evidence is presented in support of appropriateness of mission and feasibility of mission.

2. The student mix is appropriate to the stated mission.

   The composition of the student body is such that the mission can be accomplished. The social, economic, intellectual, racial and geographic composition of the student body is controlled so that accomplishment of the stated mission of the school is both feasible and possible.

3. The school staff is appropriate for the stated mission.

   The teaching faculty, administration, and supporting staff are adequate and competent to accomplish the stated mission.

4. Other resources are appropriate to the stated mission.

   The physical plant, equipment, instructional materials, and library are both appropriate and adequate to enable the school to accomplish its stated mission. Budgetary support necessary for these resources has been carefully determined and is available.

5. The curriculum of the school and the procedures used to implement the program are appropriate to the stated mission.

   Learning strategies, instructional media, guidance and counseling of students, planning time for the staff, in-service training and other procedures necessary to enable the school to accomplish its mission are carefully planned and appropriate to the situation.

6. There is a systematic and workable plan for collecting, storing, retrieving and interpreting data regarding mission accomplishment.

   A workable plan for gathering evidence of extent to which the school is accomplishing its mission has been devised and is implemented. The school is able to document in specifics the extent to which it is accomplishing its mission. Plans for review and analysis have been developed to the point that the school is able to demonstrate both accomplishments and failures. Reasons for failures can be pin-pointed.

Chapter IV

CAMPUS LABORATORY SCHOOLS, STATE UNIVERSITY SYSTEM OF FLORIDA

The University School, Florida State University
The University School, Florida A. & M. University
Alexander D. Henderson School, Florida Atlantic University
P.K. Yonge Laboratory School, University of Florida

CAMPUS LABORATORY SCHOOLS, STATE UNIVERSITY SYSTEM OF FLORIDA

Each laboratory school director in the State University System was requested to study the characteristics of the "ideal" campus laboratory school presented in chapter III and to prepare a written statement comparing his school to the "ideal."

Each director responded and the statements of each are presented in this chapter just as they were written.

Members of the chancellor's staff and a consultant from outside the state visited each laboratory school and read descriptive material, position papers, evaluation reports and other reports about each school, and met with representatives of each of the laboratory school in a two-day meeting in Boca Raton on October 23 and 24.

Conclusions and recommendations of the chancellor's staff and those of the consultant appear in chapter 6 and in the exhibits.

A COMPARISON OF THE UNIVERSITY SCHOOL OF FLORIDA STATE UNIVERSITY TO THE IDEAL LABORATORY SCHOOL CRITERIA

Any meaningful comparison of the Florida State University School with the criteria of an Ideal Laboratory School must take into account the transitional nature of the current University School operations. The school is in the initial stages of a major change in its operational purposes and design; the results of this change will, therefore, continually alter any information provided in a comparison between such criteria and the present University School situation. For example, the operational definition of the school as a research and development center, rather than a "model school" or one primarily involved in teacher education, might well require significant changes to be made, in terms of staff, equipment, and activities. The comparison which follows, therefore, is an attempt to reflect the existing situation, while at the same time presenting the new scheme which seems to be evolving.

Over the past seven months, the problems of the University School have been under intensive study. Members of the College of Education and the University School have discussed the many aspects of the school, in a attempt to establish directions for the school so that it can function effectively and in a manner that will make the greatest contribution to the advancement of education possible within the University setting.

One major result of these efforts was the decision made in favor of one major mission for the school, rather than a variety of missions. The function agreed upon was that the school should concentrate its efforts on research and development activities. Thus it was felt that the school would have as its unique responsibility the utilization and evaluation of the newest educational skills, processes, and materials resulting from current research and development throughout the University.

A proposal was prepared in which the recommendation was made that the functions presently expected of the school be delimited to the one research and development thrust. This proposal already has received the approval of the Dean of the College of Education and the President of the University.

Another recommendation included in the proposal provided for the appointment of a policy-making group for the school. This Executive Board is charged with the responsibility of establishing policy, ensuring program implementation consistent with the defined research and development functions, and assuming the general responsibility for the operation of the school. The Board is composed of five professors from within the College of Education who are appointed by the Dean of the College for staggered three-year terms.

The Board has been appointed and is operational. Most of their efforts to date have been devoted to establishing a clear understanding of the duties and responsibilities of the group. The final draft of the document has been prepared and submitted to the Dean and President of the University for their approvals.

The Board now is devoting its attention to the matter of establishing an operational definition of what research and development is to be for the University School.

Once this task has been completed it will be possible to determine the staffing, facilities, materials, and equipment needs necessary to successfully put into operation the research and development concept which was developed. Since a comparison made upon the completion of the newly developed plan with the ideal laboratory school criteria would yield more valid information, the reader of the following comparisons should keep in mind the transitions currently being experienced at the school.

I. There is a precise statement of mission

During the second week of August, 1969, a proposal was submitted to the Dean of the College of Education and President of the University in which it was recommended that the single mission of the school be one of a research and development laboratory. This particular recommendation evolved from the numerous study sessions which were held during the spring and summer of this year. The groups which met to conduct these discussions consisted of members of the faculties of the University School and the College of Education.

The task of providing the leadership necessary to establish a clear operational definition of what research and development is to consist of at the University School has been assigned to the University School Executive Board. As previously mentioned, this group at this point is addressing itself to this particular task.

The search for evidence to support the decision to concentrate the efforts and resources of the University School to research and development might begin in the Laboratory School Study being developed for the Board of Regents. In this document, four statements supporting laboratory schools are included, each of which emphasizes the research and development aspect of such institutions. Ample evidence can also be found in the literature relative to laboratory schools and research journals which support such a position, and recent state legislation which proposes the establishment of a state network of Research and Development Centers would add support to the decision.

II. The Student mix is appropriate to the state mission

On August 1, 1969, a new admission policy was approved for the University School. The plan was implemented for the Kindergarten and seventh grades this year. This plan was developed to insure the acquisition of a more balanced representation in the student body for research purposes.

The procedure is a computerized scanning process designed to select students on the basis of ability, sex, race, and economic factors needed to achieve and maintain the desired representative population.

The selection of students this year in the Kindergarten and seventh grades utilizing the newly implemented procedure clearly reveals the ability of the school to control student admissions in keeping with desired research needs.

III. The School Staff is appropriate for the state mission

As indicated previously, it is difficult to consider appropriateness of staff until the operational scheme for the research and development laboratory has been determined. The scheme which is being developed would include the staff necessary to man the laboratory.

However, there are positions which do not exist and are needed, whether the school remains in its present state of operation or becomes a Research and Development Center. Some of these would fall into the classification of specialist positions, such as research and evaluation specialist, elementary curriculum specialist, secondary curriculum specialist, and pupil personnel services specialist. To become active in research and curriculum development activities it would also be necessary to assess thoroughly faculty work loads, in order to provide reasonable teaching assignments which would give faculty members the time required to successfully engaged in planning and implementing projects.

It is quite evident from available accreditation reports that in the present operation of the school the number of administrative staff positions is inadequate. It is also rather certain that the staffing needs of the proposed operation will reveal the need for redefinition of administrative responsibilities, as well as the requirements for additional staff.

IV. Other resources are appropriate to the stated mission

As mentioned in Criteria III, what is appropriate as it related to the University School in this period of change cannot be determined until certain decisions are made in the near future. However, at the present time, the school could not measure up to this criteria under its present operation until recently the internal condition of the building was one of poor repair. During the summer considerable effort was made to repair and repaint all areas of the school. In addition monies have been allocated to remodel several areas of the school in bad need of repair, most of which were cited as deficiencies on the Southern Association Report made last spring. Other areas in need of remodeling for which no monies are available are science laboratories, business laboratory, music areas, Industrial arts, and the cafeteria.

Instructional materials and equipment are grossly lacking in the school. For the most part, this situation exists as a result of a long history of inadequate funding of the school in these areas.

The library is most inadequate to meet the needs of any direction taken by the school. This deficiency was strongly emphasized in the State Accreditation Reports, and was included in the SACS Report as well. However, monies have been appropriated to permit enlarging and renovating this area. A five-year plan for purchasing equipment and materials needed to bringthe inventory in the center up to acceptable standards has been included in the EIE plan.

V. The curriculum of the school and the procedures used to implement the program are appropriate to the stated mission.

The proposed mission of the school most probably will required some change in this area from the present operation. Of course the extent of change needed cannot be determined at this time.

At the present time the school maintains a balanced curriculum. The students have opportunities to develop skills which will prepare them for many and varied future pursuits.

The program and operation is sufficiently flexible to permit the phasing in and out of research and development projects as they are planned. Excellent cooperative arrangements exist between departments in the college and the related department of the University School in some areas. In these situations research and development activities are continuously being conducted. Worthy of note are the Departments of Science, Mathematics, Home Economics, and Industrial Arts.

Guidance services are provided for the students at the elementary and secondary levels. It was noted in the State Accreditation report and Southern Association study that there was the need for one additional counselor.

The Executive Board will have the responsibility for developing the operational plan of relationships between instructional and service units of the College of Education and University and University School. This group will also have the authority and responsibility for establishing the guidelines for implementing the research and development function. It is estimated that this phase of the program planning will be completed in the early spring.

VI. There is a systematic and workable plan for collecting, storing, retrieving, and interpreting data regarding mission accomplished

This area is very weak in the present operation. There are no research and evaluation personnel on our staff. However, major research and curriculum development projects which have been conducted by the departments of the College in which the University School students and faculty were used did include thorough evaluation designs. In these cases the evaluation work was conducted by a research and evaluation specialist who was part of a particular project.

There is ample reason to believe that in the proposed plan this particular area will receive much attention. A well staffed team of research and evaluation specialists will be essential to the successful implementation of the proposed R & D Plan.

HOW DOES FAMU MEET THE CRITERIA?

1. There is a precise statement of mission.

In the philosophy of the Florida A and M University High School is the statement, ... "It serves and enriches the teacher education program of the University in many ways, especially: (1) by furnishing professional laboratory experiences, (2) by providing opportunities for directed observation and participation as inherent aspects of professional courses, and (3) by providing opportunities for experimentation and research."

The flexibility of the program permits its adaptation to the needs of the professional courses rather than the courses being adapted to the ongoing program of a public school.

Students preparing to teach test methods, techniques, and procedures in actual classroom settings under the close supervision of experienced teachers.

Other units of the University, such as the department of speech, use the facility as a laboratory.

2. The student mix is appropriate to the stated mission.

The social, economic, intellectual, and geographic composition of the student body covers a broad spectrum which permits the pre-service teacher to get experiences in a setting which is not atypical.

Of course, the racial mix leaves much to be desired.

3. The school staff is appropriate for the stated mission.

The teaching faculty, administration, and supporting staff are generally competent. However, additional training in research skills is needed.

Additional teaching faculty is needed to provide more time for planning and research. A director of research and curriculum planning would also prove most helpful.

4. Other resources are appropriate to the stated mission.

In order to discharge the stated mission, there should be at least two sections of each grade. This would necessitate the enlargement of the elementary school plant.

At present the instructional materials and library holdings are adequate.

Budgetary support for equipment and instructional materials is fairly adequate for the present program. However, additional expense money could be used to implement innovative programs.

5. The curriculum of the school and the procedures used to implement the program are appropriate to the stated mission.

Teachers develop syllabi in each subject area. These are articulated vertically and horizontally. The content of the syllabi determines the learning strategies used and the instructional media needed.

Group guidance and individual guidance and counseling are provided.

Although each high school teacher has one planning period, an additional period would provide more time for research.

The elementary school teachers do not have a daily period for planning.

All teachers participate in an organized in-service training program.

6. There is a systematic and workable plan for collecting, storing, retrieving, and interpreting data regarding mission accomplishment.

There is no definite systematic plan by which the school can ascertain the degree to which its mission is being accomplished.

Lack of personnel has precluded the formation and implementation of such a program.

Periodically an informal assessment is made of the number of university departments and students served.

FUNDING REQUIRED TO MEET CRITERIA

1. Renovation and expansion of buildings	$ 290,000.00
2. Educational equipment	50,000.00
3. Salaries for approximately twenty (20) new persons	160,000.00
4. Development of a special program to raise aspiration level, academic achievement, and enhance self-concept of disadvantaged children	50,000.00

PBM:rdw

10/15/69

EVALUATION OF THE ALEXANDER D. HENDERSON UNIVERSITY SCHOOL ACCORDING TO THE BOARD OF REGENTS CRITERIA FOR THE IDEAL LABORATORY SCHOOL

1. Missions of the Alexander D. Henderson University School:

The central mission is to improve teaching and learning in Florida schools. The principal ways of achieving this mission are:

a. to develop new teaching materials, new ideas, and new strategies of instruction involving new technology

b. to test new developments of strategy, materials, and ideas through systematic research

c. to provide models of superior teaching.

These missions seem to be unquestionably appropriate missions of a laboratory school. These missions are especially appropriate to the Alexander D. Henderson University School, as compared to public schools, because of the following factors:

a. Continuity, sustained by university faculty who are dedicated to given development and/or research programs;

b. Freedom from interference with a promising program by individuals, in the community or on a board of education, who are not fully informed;

c. Theory-based developments, which enable results to be integrated into a coherent program;

d. Dedication of the university to the process of dissemination of knowledge, so that what is learned will improve teaching and learning in Florida schools.

Henderson School, being only in its second year, is too new to have fully determined all of its research and development programs for achieving its missions. Further development of plans is in progress.

However, some research projects are operational. Among those in progress are the following: use of new technology in dealing with old problems in reading and in business education, analysis of teacher handling of student behavior; modification of teaching strategies for specific objectives; and computer utilization in individualization of instruction to provide continuing feedback to the learner. Examples of projects in varying stages of planning are those on handwriting; understanding of the bases of our economic system; physical strengths and skills of young children; ocean sciences; and creativity.

The commitment to research and development is not alone that of university personnel; it is also that of parents who have applied for enrollment of their children in the laboratory school. Furthermore, the students themselves have at least a partial perception of their roles in a laboratory school and thus far have indicated their satisfaction with the school.

2. Student Mix:

It is not possible--nor is it necessary--for a laboratory school to have a student body which is fully representative of the community. What is necessary is that there be a sample of students such that the particular developments at particular stages may be pursued. Usually, the early stages will be pursued in the laboratory which the Alexander D. Henderson University School provides; later stages will utilize the appropriate groups to which the research and development be appropriate.

With respect to representatives: Alexander D. Henderson University School draws its student body from two counties; the range of mental ability, achievement and economic level is wide; and black and Spanish speaking children are enrolled. Henderson School has racial minority group representation in all but one level (grade). The issue of student mix appears to have its primary importance in relation to particular purposes of development and/or research. The school does recognize, through its enrollment of black students, the validity and the urgency of the need of minority groups to develop their human resources through education.

3. Staff:

The staff of the Henderson School insufficient in number. The shortage is particularly acute in research staff. Personnel time--the time for planning by knowledgeable, creative professionals working in sustained programs--is basic to fulfillment of the missions. An effective laboratory school does not merely "keep school"; it must produce significant new effectiveness through research and development and it must identify and transmit its findings for that effectiveness.

The administrative structure, with a Director (for curriculum and research) and an Assistant Director (for administration) does facilitate fulfillment of the missions.

4. Plant, Equipment, Materials, Library:

Fine physical plant exists for the present enrollment, with much desirable equipment and a good beginning of instructional materials (but testing and development of instructional materials are part of the mission of the school). The library is being strengthened; very marked increases in library resources are essential.

5. Appropriateness of Program and Implementation of Program:

The curriculum of Alexander D. Henderson University School students is a fairly representative curriculum. Some increased instructional allocations are essential if the instructional program is to be fully adequate for boys and girls. Moreover, it is vitally important to the three major missions of the school that planning time be bought, so that constructive innovations continue to pervade the instructional program.

Improved learning strategies and inservice development of the staff are being sought earnestly by the staff through a research and development plan.

Involvement of university personnel in Henderson School research and development is occuring or is in some stage of planning in each of the "core" subjects and in several other important areas, such as art, economics, and physical education. This involvement is vital, is occuring increasingly, and is being cultivated by Henderson School, by the College of Education, and by the university administration. Provision has not been made in the 1969-70 Henderson School budget for pupil personnel services to the students--nor for learning opportunities for graduate students in school psychology, guidance or other personnel services.

6. Plans for Collecting, Storing, Retrieving, and Interpreting Data Regarding Mission Accomplishment:

Plans are in the process of development (beyond the standard testing program for students, the testing of parents and teachers, and initial storage and retrieval plan, and computerized student and adult personnel and fiscal records). "Plans" are necessarily plural, because of diverse special programs which will inevitably be at different stages.

A data bank has been developed (not to completion as of this date) to utilize the data on students and their parents and teachers. The data bank will facilitate quality control, essential program modifications to fit individuals, and the pursuit of research aimed at the improvement of instruction.

AN EXAMINATION OF P. K. YONGE LABORATORY SCHOOL
IN TERMS OF
CRITERIA USED TO DESCRIBE THE "IDEAL" LABORATORY SCHOOL

1. There is a precise statement of mission.

P. K. Yonge Laboratory School has never been assigned a precise mission. Its functions have been determined by requests from and joint planning with the College of Education and other colleges in the University and perceptions of the Laboratory School leadership and faculty as to ways the School could render the greatest service, within the limitations of staff, space and funds available.

With varying emphases through the years, the following functions have been operative throughout the history of the School:

1. Service to the College of Education and, to a lesser degree, to other colleges of the University of Florida, in providing opportunities for graduate and undergraduate students to observe and work with children.

2. Provision of a facility within which faculty and students of the University of Florida could conduct research.

3. Service in the improvement of education in Florida and the nation.

4. Provision of an excellent educational program for students enrolled in the School.

In 1968-1969, a very significant step was taken in formulating a more precise statement of mission for the School. Representative faculty members of the College of Education were appointed to a "Commission on the Role of P. K. Yonge Laboratory School." After six months study and deliberation, which included review of the literature relative to laboratory schools and the history of P. K. Yonge, and hearings involving numerous University administrators and faculty, the Commission recommended that other functions be assigned lower priority in order to make the School "a great center for experimentation in education."[1] The College of Education faculty approved the Commission's recommendation in April, 1969.

A proposal, describing an experimental program for the School, and delineating provisions necessary for its implementation, has been prepared by the Director of the School, and is being examined by the College of Education faculty as of this writing.[2]

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[1] "Report of the Commission on the Role of P. K. Yonge Laboratory School," Wm. M. Alexander, Chairman. January 30, 1969.

[2] "A Proposal for Making P. K. Yonge Laboratory School a Center for Educational Experimentation," J. B. Hodges. October 15, 1969.

The experimental program proposed will focus upon the following:

a. *Curriculum Content*. A long-range curriculum development project will aim at preparing citizens for dealing with the increasingly complex problems of mankind. It will focus upon the *Study of Man* and will integrate content from all relevant disciplines in building broad, basic concepts. It will extend students' learning experiences throughout the community and beyond.

b. *Year Round Operation*. The School will operate year round with opportunities for students to vacation and travel at times most convenient and beneficial. The resources of the School will be available for a much longer part of the day. There will be much greater emphasis upon individualization of instruction.

c. *Termination of Public Schools' Responsibility for Students*. The student will terminate his contact with the School at an age most appropriate to his individual needs and level of development.

d. *Utilization of Materials and Equipment*. A model program in learning resources construction, testing and utilization will be in operation.

e. *Increasing Learning Efficiency*. Major emphasis will be upon obtaining the quality of individualization which permits each student to have the right learning experience at the right time for continuous, successful progress.

f. *Utilization of Personnel*. Innovative ways for gaining maximum return from the School's investment in personnel will be tested. Grouping appropriate to teaching-learning tasks and the hypothesis that the student can accept much greater responsibility for his own learning will be tested.

g. *Recording and Retrieving Data on Students*. More sophisticated procedures for classifying, storing and retrieving data on students will be developed, using the technological aids available.

2. *The student mix is appropriate to the stated mission*.

A major advantage of the Laboratory School as a center for experimentation is that its student population can be controlled and modified as necessary to meet requirements of its experimental programs.

Although the only requirement for admission into P. K. Yonge Laboratory School, at present, is completion of an application, and students are enrolled chronologically by date of application, the number from lower socio-economic backgrounds is not as great as may be required for some of the experimental programs of the future. It is anticipated that admissions from University faculty families, presently restricted to fifty per cent, will have to be reduced further, and a program be initiated to recruit the type students needed to obtain the distribution desired.

The present population provides students from age three until they have completed high school. It is possible that these limits may be extended, also.

3. The school staff is appropriate for the stated mission.

In the stimulating environment of a great University and through membership in its College of Education, the P. K. Yonge Laboratory School faculty has made many significant contributions in spite of being handicapped by severe shortages of staff, space and funds. Operating within a climate which promoted self-examination of its own program and questioning of the traditions of American education, and with excellent consultant services available, the School has created fresh and imaginative approaches for the solution of many of the chronic problems of elementary and secondary schools. Although its program has elicited commendation by many noted educators, the lack of resources for quality research and dissemination has caused the impact of its innovations upon public education to be limited.

Numerous individuals and groups from the faculty have presented proposals for experimentation. In a number of cases, their ideas have been implemented in the program without provision for research. Examples are a middle school program, a differentiated staff plan for individualizing instruction, an independent study program, the utilization of older students as teaching assistants in elementary classrooms, and multi-age grouping of students in the upper elementary grades.

In other cases, innovative ideas have been dropped or delayed because necessary funding could not be obtained. Most significant among these have been a plan for year round operation of the School; a design for developing an N-12, concept-based science curriculum; and a model center for construction, utilization and testing of learning resources.

Although Laboratory School faculty have not been allocated time for adequately researching their innovative operations, considerable research has been carried out in the School by others, with their cooperation. A recent survey showed that under the School's policy of permitting University faculty and doctoral students to conduct research in the School, seventy-five studies were conducted within a five-year period. Approximately half were by students and faculty of colleges other than the College of Education.

Staffed at a level approximately equal to the average for public schools in the State, a shortage of manpower to perform functions beyond providing an excellent educational program has been a persistent problem. Allocation of three additional positions in 1968, partially alleviated this problem by enabling the School to employ an Administrative Assistant, a Director of Curriculum and a Research Consultant.

Additional staff time will be required for performance of an experimental mission and dissemination of results so that they have an impact upon public education in the State. The manpower required may be obtained by reducing the student population or employing additional staff. The former is not recommended. The present enrollment of 915 in a program which extends from nursery through grade twelve, is at a minimum for some experimental programs which may be desired.

Presently, $56\frac{1}{2}$ academic positions, including that of Lunchroom Manager, are allocated. Non-academic positions include a School Nurse, a Registrar-Receptionist, a Bookkeeper and one Secretary. Two additional secretaries are employed under EIE. Contracts of academic personnel are for ten months.

All academic contracts should be extended to twelve months and a minimum of $9\frac{1}{2}$ additional positions should be added. Five additional secretarial positions should be allocated, freeing EIE funds presently used to provide essential clerical services.

4. Other resources are appropriate to the stated mission.

The School plant barely meets minimum space requirements for the number of students enrolled. There are thirty-six classrooms for 915 students, a ratio of 1:25. The plant is not air conditioned.

Space will be needed for extension of the School Library into a model materials bureau. The additional space should include a studio for production of television tapes and movies; a curriculum materials preparation center; space for storage of curriculum materials and audio-visual materials and equipment; and space for learning laboratories in mathematics and communications. It is estimated that approximately 3,000 sq. ft. will be required.

A research center of approximately 1,500 sq. ft. will be needed.

Presently the School is allocated $10,000 for equipment and $15,000 for materials and plant maintenance. Another $16,000 is collected in materials fees from children enrolled in the School. Variable funds are available for materials and equipment under the Educational Improvement Act, depending upon the nature of the approved program. This year, approximately $20,000 is available from that source.

The School has an excellent library and, with the availability of EIE funds during the past two years, is acquiring an adequate supply of materials and equipment for instruction. Since one of the functions of the experimental program will be to test commercially produced materials and equipment, sufficient budgetary provision will be required. However, it is not anticipated that a major increase in funds for materials and equipment will be necessary.

5. The curriculum of the school and the procedures used to implement the program are appropriate to the stated mission.

Experimentation in the areas listed represents a logical next step for the P. K. Yonge Laboratory School. Throughout its history, the School has received considerable recognition for the excellence of its program and its departures from traditional procedures in applying fresh, creative approaches to the solution of educational problems. Such a program has been maintained by involving all faculty members in a continuous program of curriculum modification and improvement.

A statement of "Values, Beliefs and Goals,"[3] formulated by the faculty and subject to systematic review and modification, serves as a guide for program development and instructional practices. It identifies values upon which all the School's operations are based as follows: involvement, sensitivity, democracy, responsibility, scholarship, and authenticity.

The goals for pupils in the School are listed as follows:

1. That each student develop increasingly positive perceptions of himself.
2. That each student become an effective life-long learner.
3. That each student accept increasing responsibility for his behavior and learning.
4. That each student develop those skills and attitudes necessary for effective group living and democratic interaction.
5. That each student learn to adapt to change and positively effect change.
6. That each student find real meaning for his life.

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[3] "Values, Beliefs and Goals Underlying the Program of P. K. Yonge Laboratory School." February 28, 1968.

Implicit in the values and goals expressed by the faculty is a focus upon the individual student as a unique being, whose uniqueness is valued by the School. The program has as its predominant characteristic, the maintenance of the human dignity of the individual student and provision for those experiences which facilitate his optimum growth. At a time when many schools over the nation are experimenting with programs for the individualization of instruction, P. K. Yonge has developed a program for individualization which embodies many unique strengths and avoids the regimented progression through isolated subject-matter units so frequently present in such experiments. After examining P. K. Yonge's program in 1968, a Visiting Committee of the Southern Association of Colleges and Schools stated:[4]

> It seems of special significance that attention be called to the unique status of the program which emphasizes and demonstrates individualization of instruction. Schools in general are making great efforts to achieve this purpose. P. K. Yonge has made major headway in this direction. This feature should be recognized, disseminated, and capitalized upon by both the College of Education and educational leadership in Florida.

Evidence of success and support of the instructional program is seen in the "drop-out" rate of less than one per cent; continuous progress of students through the program without grade "repeats"; and a waiting list containing more than 3,000 applications for admission into the School.

6. There is a systematic and workable plan for collecting, storing, retrieving and interpreting data regarding mission accomplishment.

The lack of provisions to evaluate the School's programs and functions has been a source of frustration for the faculty and administration of the School in the past. The proposed new role makes adequate provision for this aspect of the operation.

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[4] "Report of the Visiting Committee, Southern Association of Colleges and Schools," Herbert Wey, Richard Palermo, Robert Fleming. 1968.

Chapter V

FINANCIAL SUPPORT

Chapter V, Financial Support

The basic funding pattern for the four university laboratory schools has been a combination of State Minimum Foundation Support (MFP), university funds, and, in some cases, tuition charges to the students.

Until the 1967-68 fiscal year, the State Minimum Foundation dollars were channeled through the county of location. In 1967 special legislation made the university schools "separate counties", in that minimum foundation monies were allocated directly to the schools (through the Board of Regents), but the level of State MFP support for the county of location was maintained.

The laboratory schools, as separate counties, also were eligible to apply for and receive support from the Educational Improvement Expense Fund (EIE), established by the 1968 special session. The EIE monies are dedicated to special improvement projects and are not considered part of the continuing operating base of the schools.

Table I below shows the relative level of support from State MFP, EIE, university funds and student tuition budgeted for 1969-70 in the respective schools. Table II translates the dollar figure into funding per student (average daily attendance).

TABLE I

1969-70 BUDGETED SUPPORT FOR UNIVERSITY LABORATORY SCHOOLS BY SOURCE OF FUNDING

Source	UF	FSU	FAMU	FAU
MFP	$294,838	$316,472	$166,939	$ 67,531
EIE	68,532	73,128	38,575	19,831
Univ. Funds	336,164	389,600	67,813	175,273
Tuition	16,000*	24,000*	-0-	-0-
TOTAL	$715,534	$803,200	$273,327	$262,635

*Estimated.

TABLE II

1969-70 FUNDING PER ADA FOR UNIVERSITY LABORATORY SCHOOLS BY SOURCE OF FUNDING

	UF	FSU	FAMU	FAU
ADA	805	799	419	218
$ Per ADA				
MFP	$366	$396	$398	$310
EIE	85	92	92	91
Univ. Funds	418	488	162	804
Tuition	20	30	-0-	-0-
TOTAL	$889	$1,006*	$652	$1,205

*All teachers on 12 months contracts.

Not including tuition funds, the 1969-70 funding of each of the laboratory schools is expressed below in Table III in percentage by source:

TABLE III

RELATIVE FUNDING OF UNIVERSITY LABORATORY SCHOOLS BY SOURCE OF FUNDS

	UF	FSU	FAMU	FAU
Percentage of State MFP & EIE	48%	48%	75%	33%
Percentage University Funds	52%	52%	25%	67%
Total	100%	100%	100%	100%

The schools do not receive fiscal support from the counties of location at this time. Table IV compares the current funding of the four lab schools with the amount each would receive if the school were a county school.

TABLE IV

COMPARISON OF CURRENT UNIVERSITY LABORATORY SCHOOL FUNDING WITH LEVEL OF COUNTY SUPPORT

(Not including EIE or Tuition)

		Funding As County School		
	Current Funding	MFP	County Effort	Total
UF (Alachua)	631,002	294,340	142,340	437,178
FSU (Leon)	706,072	316,472	157,330	473,802
FAMU (Leon)	234,752	166,939	83,029	249,960
FAU (Palm Beach)	232,804	67,531	91,182	158,713
Total	$1,804,630	NA	NA	$1,319,653

Only FAMU would fare better under the county funding approach. The other schools collectively would fall approximately $500,000 below the current support level if the schools were funded as county schools.

The question arises as to where the additional cost of the laboratory schools accrues. The basic cost center is the teacher and his salary support. In the laboratory schools (excepting FAMU), the teachers are compensated at a higher level than their county school counterpart. At all the schools the student-teacher ratio is considerably lower than the comparable figure for the school in the county of location.

Table V compares the student-teacher ratio of the laboratory school with the county and shows the number of positions generated by each ratio.

TABLE V

STUDENT-TEACHER RATIO AND NUMBER OF TEACHING POSITIONS IN LABORATORY SCHOOL COMPARED WITH COUNTY SCHOOLS

	As Laboratory School		As County School	
	Ratio	Number of Positions	Ratio	Number of Positions
UF (Alachua)	16.3	54.5	22.8	35.3
FSU (Leon)	15.4	54.0	22.1	37.9
FAMU (Leon)	15.5	25.0	22.1	19.9
FAU (Palm Beach)	15.3	14.0	20.8	10.5

Note: The Statewide K-12 Student-Teacher Ratio is 22.2/1

The teacher salaries which would be required to operate the schools can be calculated by placing the laboratory school teachers in the experience and longevity compensation scales of the respective county.

Table VI below indicates relative level of teacher salary funding which would be needed for the laboratory schools if teacher salaries were based on county salary scales. Also Table VI shows the teacher salary funding necessary for the laboratory schools using the student-teacher ratio of the county of location.

TABLE VI

TEACHER SALARY COMPARISONS: UNIVERSITY LABORATORY SCHOOLS VS. HYPOTHETICAL LEVEL OF COUNTY SUPPORT

	Current Teacher Salary Funding	County Funding with University School Student-Teacher Ratio	County Funding with County Student-Teacher Ratio
UF	$ 479,927	$ 433,173	$280,564
FSU	484,380	398,656	279,816
FAMU	172,615	191,355	152,315
FAU	124,530	109,788	82,341
TOTAL	$1,261,452	$1,132,972	$795,036

The data shows that the $500,000 differential between the normal level of county support and the current funding level of the university schools can be accounted for totally by teacher salary differential and student-teacher ratio differential.

Chapter VI

CONCLUSIONS AND RECOMMENDATIONS

Chapter VI

CONCLUSIONS AND RECOMMENDATIONS

In comparing their schools with the characteristics of the "ideal" campus laboratory school, the laboratory school directors were perhaps as candid and realistic as one could be in assessing one's own situation.

From their statements as presented in chapter IV, from visits, conversations and other documents a number of conclusions seem justified. These are presented in the same format used in describing the "ideal" campus laboratory school.

1. There is a precise statement of mission.

   The statements of missions are somewhat varied in their degree of clarity and precision. The University School at Florida State University has adopted a single mission, to become a research and development laboratory. The Florida A. & M. University School has stated a three fold mission, (1) professional laboratory experiences, (2) directed observation and participation, and (3) experimentation and research. No priorities were assigned but the evidence available leads to the conclusion that experimentation and research probably receives the least emphasis and support. The central mission of the Alexander D. Henderson School is stated rather broadly, although the ways of achieving its missions are somewhat more specific. The P.K. Monge school is in process of formulating a more precise statement of mission, assigning top priority to making the school a center for experimentation in education.

Only where first priority is assigned to research and experimentation can we conclude that the mission of the school could not be as well accomplished in settings other than that of a campus laboratory school.

2. The student mix is appropriate to the stated mission.

None of the laboratory schools claims that its student mix is representative of the "average" public school in the county in which it is located.

Both the University School at FSU and the P.K. Yonge School indicate that changes in admissions policies will be needed in order to carry out their proposed missions. While the I.Q. level of students and the economic and educational level of the parents of students in these two schools has consistently been above average for their communities, the per cent of black students in both schools has increased in recent years, the FSU school from 0.2% to 5.0% over the past five years. The per cent of black students in P.K. Yonge is presently 4.3%.

While the social, economic, and intellectual composition of the student body at the FAMU school covers a broad range, all of the students but 2 are black. The intellectual level of the school is in the generally accepted normal range and has shown no significant variation during the past five years. There has been some movement of children of university faculty members and other professional people to other schools in Leon County in recent years.

The Alexander D. Henderson School does not claim that its student mix is representative of the community in which it is located, nor does it consider this to be possible or necessary to accomplish its mission. As this school plans to field test in a range of nearby schools those new practices which appear most promising, we are led to conclude that the student mix is satisfactory for the initial testing of innovative ideas.

3. The school staff is appropriate for the stated mission

None of the laboratory schools is adequately staffed to perform its mission satisfactorily. Specialized staff necessary to provide leadership and supervision in research and experimentation are not provided in any of the schools.

At the FSU school staff loads need to be reduced to provide planning time, the number of administrative staff is inadequate and there are no research or curriculum specialists attached to the school with full-time responsibility. The FAMU school needs planning time and additional training in research skills. The Henderson school is short in needed number of staff, in planning time, and research staff. To perform functions beyond "keeping school" the P.K. Yonge staff is also short by several positions.

4. Other resources are appropriate to the stated mission

The school plant is inadequate at all but the Henderson school. The building at FSU is in poor condition although some renovation is now underway. Because of inadequate budgets over a long period of years the FSU school is woefully inadequate in library and other instructional materials. The FAMU plant needs considerable renovation and enlargement of certain areas such as the library, administrative suite, music rooms, industrial arts laboratory, etc. The Henderson school has a fine new plant but is short on equipment and library resources. Additional space is needed at P.K. Yonge for a materials storage and production and for a research center. Additional budgetary support is needed for an experimental program to test commercially produced materials.

5. The curriculum of the school and the procedure used to implement the program are appropriate to the stated mission.

The curriculum at each of the schools includes many innovative ideas and experimental procedures which seem to be successful. What is lacking is a carefully designed, rigorous program of analysis and evaluation of program innovations which is necessary in order to determine how effective such practices really are when compared with alternatives.

6. There is a systematic and workable plan for collecting, storing, retrieving, and interpreting data regarding mission accomplishment.

None of the schools meets this criterion at a level approaching adequacy. All recognize this as a significant weakness and desire to develop in this area. At three of the schools, FSU, Henderson, and P.K. Yonge plans for data systems are in process of development but will require additional funding for implementation.

Recommendations

The staff members of the Chancellor's office, after studying the available data, consulting an advisory committee, and considering the recommendations of an outside consultant, recommend the following:

1. Each of the campus laboratory schools now operating should be continued.

   We believe that campus laboratory schools have a legitimate place in the search for ways of improving education and in the training of teachers. We are convinced that, with proper encouragement and support, campus laboratory schools can make significant contributions to education through carefully designed and conducted programs of research and experimentation which could not be as well carried out in other settings.

2. The campus laboratory schools should receive basic financial support comparable to that which public schools receive from local, state, and federal sources.

   Funding sufficient to properly educate their students should be automatic and assured. These schools provide a significant service in educating a segment of the children and youth in their communities. The support for this should be equal to that provided for the public schools in the counties in which the schools are located.

   At present, the laboratory schools receive no support from local tax sources. Some way should be devised to make such support available. If the laboratory schools should cease to exist, it would be necessary for the county school boards to assume responsibility of educating the children.

3. Support for research and experimentation should be provided over and above basic support.

   Funding for research and experimentation should not be automatic but should be on a program basis. This means that each school should present proposals for such efforts which describe how the project will be carried out and implemented. A cost estimate should accompany each proposal.

   Part of the funding for research should come from normal support for research in the institution, not necessarily limited to the College of Education. Part should come from funds expected to be available through Senate Bill No. 1276. It can be reasonably assumed that some could come from federal sources and/or private foundations.

4. The Commissioner of Education should designate the campus laboratory schools as research and development centers and the Florida Department of Education should assume responsibility for statewide dissemination of tested materials and practices.

   Approval of the laboratory schools as centers is necessary in order to make them eligible recipients of state funds which the Commissioner will request for educational research and development. The case for this step is developed in some detail in the consultant's report and will not be repeated here.

While the laboratory schools should be expected to accomplish a limited amount of dissemination to nearby schools, the function of widespread dissemination of better practices in education is a legal responsibility of the Florida Department of Education. Mechanisms and staff for its accomplishment on a statewide basis are present and operational in the Department.

5. Productive and mutually beneficial relationships with the county school systems in the counties where laboratory schools are located should be developed.

Florida statutes require that laboratory schools operated by state universities be treated as if they were separate school districts. However, as they provide education for a number of children in the counties in which they are located, there should be some degree of involvement with county school boards. Although control of the laboratory school should remain in the university to which it is attached, the administration of the laboratory schools should involve the county school board in determining policies related to student mix, facilities and equipment, faculty qualifications, and local dissemination of tested innovative procedures and materials.

The importance and urgency of this recommendation is discussed further in the consultant's report.

6. The campus laboratory schools should continue to encourage the use of the school by university faculty researchers.

Exhibits B and D describe numerous uses of the FSU school and P. K. Yonge by faculty researchers. It should be noted that faculty researchers from outside the Colleges of Education often make use of the laboratory school. To the extent that such activities can be accomodated without impairment of the central mission of the school, they should be continued and encouraged.

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EXHIBITS

A. Consultant's report.

B. The University School, Florida State University

  B-1 Position Paper On and Recommendations Concerning the College of Education's Laboratory School.

  B-2 Evaluation of the Traditional Budget.

  B-3 Enrollment, Student, Parent, and Faculty Data

  B-4 Research Activities 1968-69, The University School, FSU

C. Florida A. & M. University School, Enrollment and other Student Data.

D. P.K. Yonge Laboratory School, University of Florida.

  D-1 Report of Commission on the Role of P.K. Yonge Laboratory School.

  D-2 Enrollment Data.

  D-3 Programs and Objectives: Present and Projected.

  D-4 Statement on laboratory schools, Dr. J. B. Hodges, Director of P.K. Yonge Laboratory School.

  D-5 P.K. Yonge Laboratory School 5 year research project.

E. Alexander D. Henderson School, Florida Atlantic University.

  E-1 Role and Scope of the Alexander D. Henderson University School.

  E-2 Role of the Campus Laboratory School in Improving Education, Dr. Willard H. Nelson, Director of Alexander D. Henderson School.

F. Statements of education deans at universities which do not have laboratory schools.

  F-1 Dr. Jean Battle, Dean, College of Education, University of South Florida.

  F-2 Dr. Billy J. Williams, Assistant Vice President for Teacher Education, University of West Florida.

  F-3 Dr. C. C. Miller, Dean, College of Education, Florida Technological University.

G. Letter from M. C. Howd, Secretary-Treasurer of Laboratory School Administrators Association.

Exhibit A

EXHIBIT A: Consultant's Report

Exhibit A

REPORT OF THE CONSULTANT

Roy M. Hall

November 3, 1969

Exhibit A

REPORT OF THE CONSULTANT

The Legislators, the Chancellor, and all others prompting the study of the campus-laboratory schools in Florida are to be commended for encouraging and authorizing this study at such an appropriate time in the state's already illustrious history of education.

The universities and particularly their colleges of education are emphasizing the importance of teacher education, and accepting responsibility for providing research and development leadership necessary to improve education throughout the state.

The State Department of Education, influenced by Commissioner Christian, has been authorized to "expand. . .capability in planning the state's strategy for effecting constructive educational change. . .necessary to achieve greater quality in education." Senate Bill No. 1276 "creates a program of educational research and development. . .; providing for the designation of participating schools. . .for the purpose of testing specific educational programs and practices."

The administrators and teachers in the campus-laboratory schools have demonstrated their concern and capacity to make the schools research and development centers at a time when schools generally are expected to undergo significant changes. Surely, these factors warrant a careful consideration of whether the campus-laboratory schools might be strengthened and requested to "gear-up" for such important roles as research, experimentation, and development in education.

Vice-Chancellor Tucker, Dr. Moorer, and the Study Committee are also commended for planning a comprehensive study and conducting it quickly, objectively, and efficiently. In addition to a thorough review of the research related to the questions raised by all concerned, the Study Committee's report includes information provided by the schools, the colleges of education, the Southern Association of Colleges and Schools, and by individual faculty members of the schools and universities. The consultant will not review all the questions and issues raised; nor all the information and data presented in the Committee report. He is, however, focusing on three questions and suggestions apparently most crucial to all concerned with or participating in the study:

1. Would designating the campus-laboratory schools as research and development centers and strengthening them to perform this expanded role be mutually beneficial to the schools, their sponsoring universities, the State Department of Education, and to Florida education generally?

2. Are the traditional arguments favoring the campus-

Exhibit A

laboratory schools justifiable in the Florida situation?

3. How can the functions, resources, and relations of the campus-laboratory schools be expanded to include research and development?

I. Designating the campus-laboratory schools as research and development centers could benefit the universities, the state education systems, and the laboratory schools themselves. This move could; (1) tend to clarify and enhance the role and functions of the laboratory-schools; and, (2) cause the universities, the State Department of Education, the funding agencies, and the county school boards and administrators to accept more responsibility for the schools thus designated. There is obvious confusion about what the lab-schools are doing, should do, and can accomplish. This confusion puts both the lab-schools and supporting agencies in an untenable position. The county does not support them and justifies its lack of interest and support by saying the lab-schools cater to a special clientele and, therefore, are in effect "private" schools. University faculty and administrators are reluctant to allocate "higher education" money to them because of uncertainty about how the lab-schools fit into higher education. The lab-school teachers and administrators are working with university colleagues to develop better understanding of their mutual interests and problems. Three of the lab-schools have developed plans to

Exhibit A

make the student body more representative of the community at large. This provision will of necessity bring them into a new relationship to the county or counties from which students are drawn.

There is already evidence that these modifications are "paying off." It is interesting to observe how the P. K. Younge faculty projection of that school's functions compares with the recommendations made by the University of Florida faculty committee. The proposed planning board at Florida State is approved and working closely with the lab-school administrators and teachers. It has this week been agreed that FAMU, Florida State, and their lab-schools will work together in an effort to give childhood education specialists, university and public school faculty, more relevant and up-to-date training. Dr. Nelson is encouraging the Henderson faculty to seek aid from FAU. The latter is responding. In every instance when professional colleagues have examined the potential of the lab-school for resolving educational problems, mutual interests and approaches have evolved. The same is true with the State Department of education. Since the Commissioner is now authorized to designate certain schools as centers, it is strongly recommended that he approve the campus-laboratory schools as centers. Much planning has already gone into making this a highly productive move for all concerned. The sources of support and organizational structure for such an arrangement will be discussed later.

II. The arguments put forth by those who favor campus laboratory schools as research and development centers are:

1. High risk experimentation is safer to conduct and is likely to be more productive in a laboratory setting. First, it should be said that the risk involved in experimenting with children is two-fold. First, the risk that because of superstition, political pressure, claims of invasion of privacy, the research and experimentation can never be initiated; or, even worse, having been initiated is aborted. The costs, the energies and time of the researcher and subjects are all wasted. No new knowledge about learning or process or material or stimulation is gained. Second, there is the risk that students will be harmed or teachers exploited simply to accommodate the special interests of the researcher. For a treatise on this latter risk, one should review Daedalus, Spring, 1969. This issue is titled "Ethical Aspects of Experimentation with Human Subjects." All the risks of the second type can be handled by having an appropriate advisory board of the lab-school faculty and university faculty plan and approve the type of experimentation to be conducted in the lab-school setting. More risky research should be carried on in a clinical setting where there are more and better instruments for immediate feed-back.

Because of the first risk little or no sound research can be conducted in a public or parochial school. In the Florida lab-schools, much significant research has been done and is underway; research on learning disabilities, personality development, testing of a wide variety of materials, self-image development exercises, multi-age-grouping plan, diagnosis and remediation in reading for culturally disadvantaged, new ways of focusing attention of all age levels on man, etc., etc.. Some of this research has prompted significant changes in education (the CAI experiments at Florida State and the self-image work done by Combs at the University of Florida are only two examples). This research was done with parent, student, and teacher understanding and cooperation. This is possible in the campus-laboratory school but not in regular community settings.

2. Training the school staff for responsible participation in experimentation and research can best be done in the university setting. The reading program at FAMU, the math and science materials testing at Florida State (the research program approved at Florida State provides for research training for the teachers), the Oceanography program for young children at Henderson, the use of the computer in teaching science and the unified science program at P. K. Younge--participation by teachers in all these research undertakings is possible because the teachers and researchers work together to develop the designs and skills to

follow them. Constant vigil and objective evaluation become a part of the teacher's professional competence. The P. K. Younge faculty, particularly, exemplified the highest level of understanding, competence, and commitment to research.

3. Resources are more likely to be adequate and available in a university setting. Many projects completed and in process, some of which have been listed above, simply could not have been carried out without the facilities, instruments, lab spaces and highly trained manpower available through the resources of the universities. This claim is so obviously true, it does not need arguing.

4. Educational research in a university setting is more likely to attract additional outside funding. The quality of the faculty and significance of their research interests both at Florida State and the University of Florida have been recognized by foundations and many federal agencies; chiefly, NSF, OE, ONR, NIMH, and the Children's Bureau. This is proof enough that the lab-school dedicated to research and experimentation is the gainer when it affiliates with a university. The Henderson school and its continued support and particularly its media approach result directly from interest of the donor in establishing a lab-school near Florida Atlantic.

III. Several assumptions must be made and relevant questions answered in order to assure all concerned that the

Exhibit A

campus lab-schools can and will secure the support and relations to warrant their becoming research and development centers.

First, if and when a campus lab-school performs well the basic function of "educating children and youth," it should have all the financial support the public provides for this function--MFP, Title I, Title III, EIE, housing cost and local supplements.

Higher education has been bearing the cost of housing and part of the cost of personnel and materials. None of the lab-schools have had county or other local tax supplemental support. To earn full support the campus lab-school should provide adequate curriculum to a representative student body and should relate itself to the county and/or State Department of Education in whatever ways will assure the public of the fulfillment of its responsibility and thus justify full public support. Representation, communications, support and organizational relations of the lab-schools are very real problems. They cannot be ignored or allowed to destroy so much potential for educational improvement. The lab-schools can never play a positive role in state-wide educational improvement until these problems are resolved through legislative, statutary, or administrative resolutions.

Second, laboratory and field experiences are as effective in deepening and broadening the education of teachers as is the lab and field experiences of engineers, and hospital and community experiences for doctors. Florida needs good teachers just as badly as it needs good engineers and good doctors. Many of the lab experiences--tutoring, team teaching, media uses, library usuage and supervision, student testing and evaluation, recreation supervision, planning and conducting field trips, use of aides and para-professionals working on curriculum revision task forces, conducting community studies, etc.,--can be provided in a campus lab-school at less cost to the college of education and in a setting more apt to make them fruitful.

The campus lab-school faculties and administrators and governing boards must accept this responsibility to teacher education and in fact take advantage of it in designing and carrying-out experimental programs. Likewise, the budget of the college of education should reflect adequate support for this function. Simply stated, educating children and youth is a function which if performed by a campus lab-school warrants support; providing various teacher education services is a separate but not incompatible function which also warrants support through the regular budget of the college of education. Incidentally, colleges of education which do not sponsor lab-schools need to provide these experiences in some other setting. Thus, they need to budget the support for them. For example,

Exhibit A

South Florida can provide a much richer and wider experience for students of education through the schools in Tampa and St. Petersburg than Florida Atlantic or Florida State through their lab-schools. It costs South Florida no less money to do so. The point is that these experiences are essential to teacher education. They should be planned and budgeted by the colleges of education. The money should be spent however and wherever the functions are best performed. The functions can be performed in a campus lab-school if it is representative, comprehensive, and willing to cooperate with colleges of education.

Third, research and development as defined in Senate Bill No. 1276 and by the foundations and federal agencies is another function. As discussed earlier, the campus lab-school is probably a most suitable center for research and development. If the campus lab-school participates productively in this function it should receive from appropriate and designated sources financial support for its participation. This principle is simply stated but not so simply implemented. At P. K. Younge, the research and development is dominated by the lab-school faculty; at Florida State by University faculty, individual faculty members and single departments! In all the lab-schools the research and development effort would be more productive and far more deserving of support if it could be cooperatively

Exhibit A

defined by the lab-school, the State Department of Education and the sponsoring university or agency. (The above statement refers only to research and developmental activities appropriate to the role and functions of lab-schools and defined in Senate Bill No. 1276. It does not refer to basic research which, as everyone knows, grows out of a creative, informed, and seeking mind--"out of the curiosity of an individual").

College of education deans and professors do not feel that university budgets and the way they are administered support research and development in education adequately and thus the deans are not given the freedom and the means to support research and development in the lab-schools. To admit that all deans and all professors express this feeling does not dismiss the need for each university or the University System to make a careful study of the criteria by which research positions, assistance, facilities, and funds are allocated. Surely, the criteria for allocating research support should guarantee that a college or department which generates support should receive it and one should not receive the support generated by another.

While these three functions--education of children and youth; service to teacher education; and, research and development--are complementary, they are distinctly separate functions. This separateness of function should determine the

Exhibit A

sources and amounts of funds; the relation of lab-schools to the public (state) on the one hand and to the university on the other; and the nature of the governing board. Each service is for a different clientele; is supported with funds allocated for that specific function; and, envolves planning and action of different groups. With the clarification of these functions, funding consistent with the functions performed and a clear delineation of who is responsible for the activities designed to carry out each function, the campus lab-schools could contribute significantly to the effectiveness and efficiency of education in Florida.

Exhibit B

EXHIBIT B: The University School, Florida State University

- B-1 Position Paper On and Recommendations Concerning the College of Education's Laboratory School
- B-2 Evaluation of the Traditional Budget
- B-3 Enrollment, Student, Parent, and Faculty Data
- B-4 Research Activities 1968-69, The University School, FSU

Exhibit B-1

A POSITION PAPER ON AND RECOMMENDATIONS
CONCERNING THE COLLEGE OF EDUCATION'S
LABORATORY SCHOOL
FLORIDA STATE UNIVERSITY

I. INTRODUCTION:

The recommendations presented in this paper are based upon a number of work conferences and meetings held within the College of Education. These gatherings have involved key personnel from departments, support services units, the University School, the Schools of Business, Home Economics and Music.

These recommendations that the meetings have generated reflect no single person's ideas; no single person's position. Rather, they represent the composite thinking of those who have a stake in attempting to bring a viable purpose to this School. They reflect the experiences of the past ten years or more, and they seek to avoid competing and/or incompatible operational characteristics which have, to this point, detracted from the optimal contribution of the School. Essentially, the several recommendations attempt to support an operational model compatible with a stated mission.

II. RATIONALE:

It is most unlikely that any enthusiastic support can be generated among legislators and professional educators to maintain a plain "good school" on this or any other university campus. The fuzzy notion that these schools contribute extensively to the training of teachers in some unique manner - which is not otherwise attainable in the regular public school setting - is already under serious philosophical and operational scrutiny.

The concept advanced in this paper suggests that the unique function of a laboratory school is one of providing a controlled research environment for the use of professional teacher trainers. In this environment the whole array of educational specialists would carry on high risk research and development activities related to the teaching-learning function with little or no external intervention on the professionally agreed upon process. As the tools and strategies of the teaching-learning process have become more sophisticated and as the techniques for monitoring and evaluating learning have improved, it is unthinkable for professional education specialists not to have a controlled learning environment at their disposal. The position of a laboratory school for development and implementation on a continuum may be seen in Figure I.

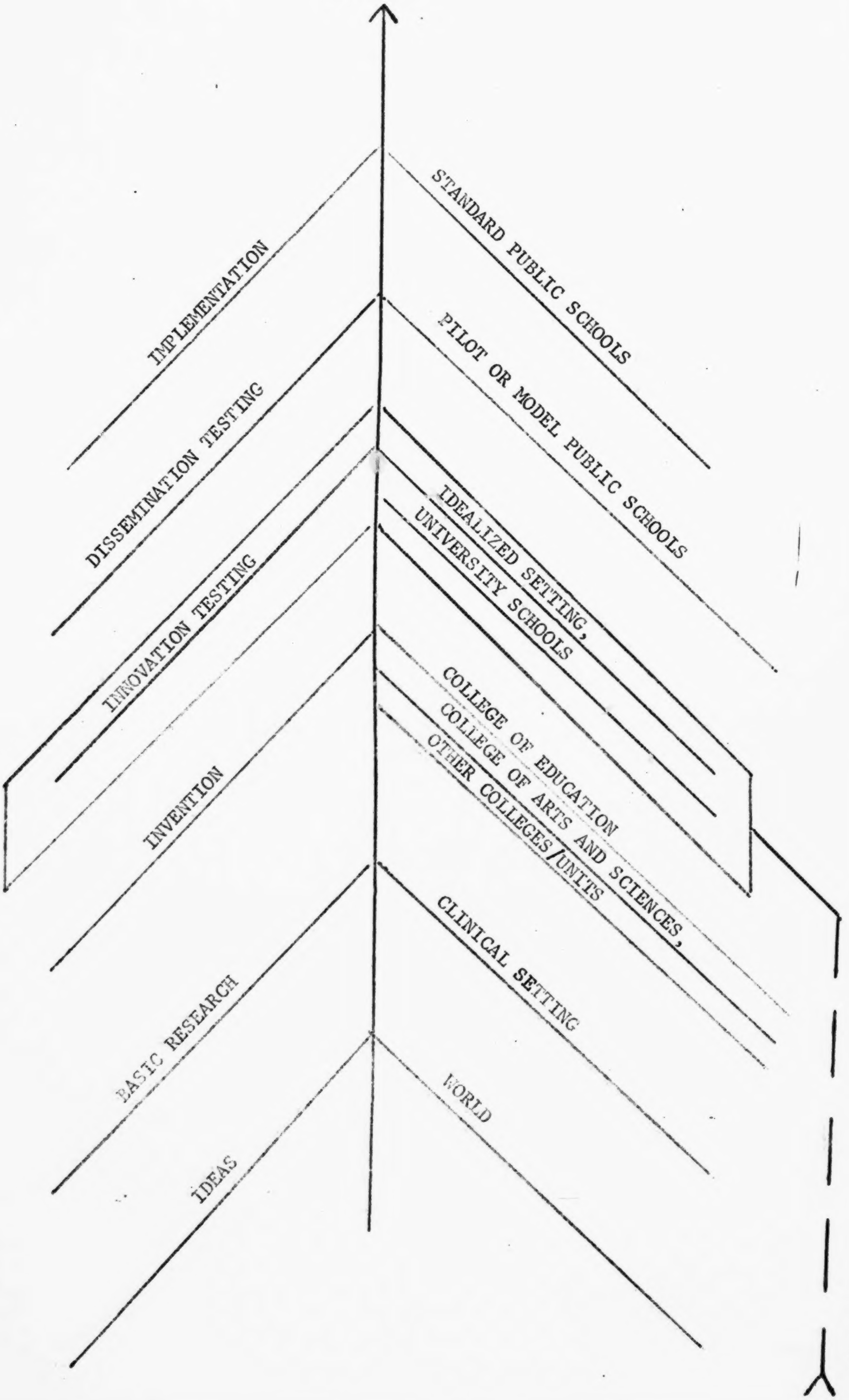
While the laboratory school will serve as the focal point for generating many advanced educational ideas and it, indeed, may have several clinical components for basic research undertakings, its major thrust will be the day-to-day research and development (innovation testing) which readies an instructional invention for broader implementation. This function includes exhaustive analysis of variables, design modifications, product evaluation, retraining program designs, curricula balance and the like.

Underlying this R&D responsibility must be a total systems concept which provides for funding, personnel, material and other components of long range planning and program monitoring. Based upon this systems approach the laboratory may be expected to achieve a more formidable return from its human and fiscal resources. Furthermore, it may be expected to more wisely direct its energies along an agreed upon critical path in achieving the objectives it has set out to accomplish.

In this proposed setting, an Executive Board will have the major responsibility for developing the operational model of relationships among instructional and service units of the College and the University. The major effort will be to establish maximum kinds of interaction through which research and development program designs can thrive in the laboratory setting. Hopefully,

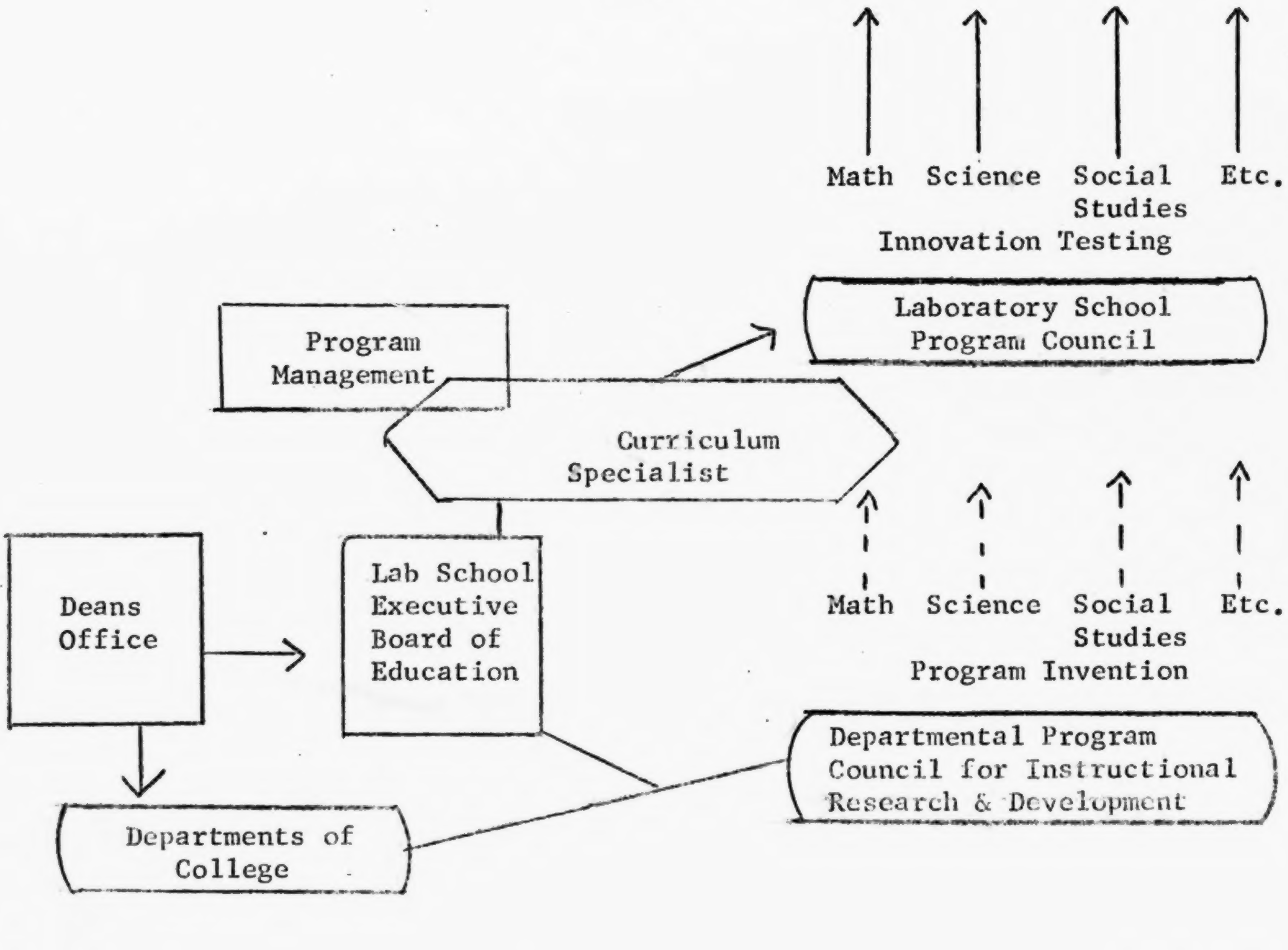
Exhibit B-1

FIGURE I


IMPLEMENTATION
DISSEMINATION TESTING
INNOVATION TESTING
INVENTION
BASIC RESEARCH
IDEAS
STANDARD PUBLIC SCHOOLS
PILOT OR MODEL PUBLIC SCHOOLS
IDEALIZED SETTING,
UNIVERSITY SCHOOLS
COLLEGE OF EDUCATION
COLLEGE OF ARTS AND SCIENCES,
OTHER COLLEGES/UNITS
CLINICAL SETTING
WORLD

it will include joint appointment of instructional personnel, when appropriate, clear avenues for continuous dialogue and full departmental commitments toward maximizing all research and development efforts in this environment. The operational model proposed is described in Figure 2. This model, however, would be subject to modification and refinement by the Executive Board when experience justifies such modification.

FIGURE 2


Math
Science
Social Studies
Etc.
Innovation Testing
Laboratory School Program Council
Program Management
Curriculum Specialist
Deans Office
Lab School Executive Board of Education
Math
Science
Social Studies
Etc.
Program Invention
Departmental Program Council for Instructional Research & Development
Departments of College

In this model, the Board and its administrative officers play a bridging and orchestrating role, one which blends research and development ideas and inventions into the testing environment of the laboratory. In addition, the model suggests a critical mass of experience and expertise that personnel from the multiple disciplines can bring to bear to accomplish instructional tasks in legitimate and imaginative surroundings.

The traditional laboratory school has run its course. A school for children of the faculty and selected community parents is an untenable concept for continued fiscal support - even if it does have some degree of educational relevance. Furthermore, the day-to-day training of teachers must be accomplished in the diverse environments of the public schools. Imaginative program innovations can also be demonstrated and continuously monitored in the public school setting. But where is an idea to be initially developed and tested? This is the key question for the professional educator, and it is the key facility void which now exists in the educational structure.

There is a great need for a specially designed laboratory in which professional education scholars can embark upon research and development activities, including high risk designs, with enough sophisticated monitoring back-up and recycling - retraining capabilities to preclude children being hurt in the process. In this setting the full range of the instructional staff must be of the highest caliber - committed to continued professional growth. Its student population must be generated and maintained in keeping with the reality of the R&D mission as determined by the Board. Technical and material resources must reflect high capability and realistic financial resources must be available.

Florida State University has this research and development posture, and it is time that we embark upon the task of designing one in a new generation of laboratory schools; schools which can play a unique and accelerating role in bridging theory and practice.

III. RECOMMENDATIONS:

1. The University School should be designed as a laboratory environment within which maximal research and development efforts in curriculum, organizational staffing patterns, teaching strategies and learning theory can be conducted by the various departments of the College.
2. In this environment the training of student teachers should be primarily a "hands off" electronically controlled observation experience. Furthermore, it is recommended that emerging differentiations of staff be a major support concern in this environment.
3. Technical capabilities, including adequate performance monitoring of the system, should be developed to support this R&D mission. Other material resources should also be brought to bear with this idea in mind. College of Education departmental fiscal and human resources should be utilized when possible to support this objective.
4. The Dean of the College of Education should be empowered to appoint a five-man Executive Board of Education to establish policy, ensure program implementation consistent with the R&D function of the school, and assume the general responsibility for the operation of the school.
5. The Board should establish guidelines for overseeing the implementation of programs consistent with the broad research and development function of the school.
6. The Executive Board should consist of five senior professors appointed from within the College of Education by the Dean for staggered three year terms.
7. The Board should have the responsibility for determining the pupil population to support its stated Research and Development function and it should

Exhibit B-1

have the authority to achieve this pupil population mix in all reasonable haste.

8. In consultation and cooperation with the departments within the College of Education and the approval of the Dean, the Executive Board should employ personnel to carry out the instructional roles of the school's program. As part of its system construct, the Board, in cooperation with the College units, would also provide for continuous instructional staff development and proficiency analysis.

9. The Executive Board will recommend fiscal needs and procedures to the President through the Dean and the Vice President of Academic Affairs. The Executive Board will also be responsible for the development of proposals and planning documents to achieve additional funding, and it may call upon departments within the College to assist in accomplishing these tasks.

10. The Executive Board will maintain continuous liaison with the State Department of Education in accordance with the lines of communication established by the Dean of the College of Education.

11. The Dean's office will encourage and support the Board's exertion of professional leadership and operational autonomy in carrying out its functions.

12. In consultation and cooperation with the departments of the College of Education the Executive Board will be responsible for establishing the personnel policies for the instructional staff of the University School. This will include decisions on such items as differentiated roles, permanency of instructional staff, analysis of teaching effectiveness, salary, and the like.

Exhibit B-1

13. The Executive Board with the approval of the Dean, will employ a school management specialist to carry out the day-to-day routine of the school and a curriculum specialist to ensure the articulation of program developments and the continuity of research and development activities.

14. The Board will have the responsibility of describing to the parents of laboratory students the instructional characteristics of the school and the monitoring techniques which will be used as the basis for selecting students, monitoring students, providing special instruction for students and returning them to a public school setting if this is appropriate.

IV. TIMETABLE FOR TRANSITION:

It should be noted that the timetable for transition is critical to the operation of the school this next year. It is recommended that this approval be granted as quickly as possible so that the Board can be appointed and functioning by the first of August. It is hoped that this will allow the Board time to appoint a manager and curriculum specialist prior to the Fall operation of the school. Furthermore, parents need to be notified as to the new thrust of the school and selection procedures need to be placed into effect to begin to develop a pupil population consistent with the Board's deliberations and decisions.

It should also be noted that EIE monies should be utilized so as to facilitate the achievement of the new goals of the school.

Exhibit B-2

Evaluation of the Traditional Budget

Recently, educational budgeting has come under attack from many sources, including the business and political world. The traditional budget does have many short-comings. Levin summarizes the major criticisms below:

1. The budget has been structured primarily as a device to facilitate fiscal accounting, and secondarily toidentify some broad functional programs.

2. The organizational structure of the budget, with its traditional and legalized description and interpretation of categorieshas established the stereotyped models currently employed as the basis for all stages of the budgetary process in local schools.

3. There are inconsistencies in that the categories do not include all of the costs that would be assumed from their descriptive titles. Segments of inherent components of the function have been extracted and included under other categories, generally to meet a special fiscal or other expediency.

4. Although most of the major categories are described as broad programs, they are subdivided with primary concern for objects of expenditures, salaries, materials, and other, rather than for meaningful subprograms.

5. The emphasis on objects rather than on programs in the budgetary process encourages an automatic incremental approach to existing objects, rather than a consideration of the cost-output relationship of programs that are either in effect or proposed. 1

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[1] Levin, Sol: "The Need for Budgeting Reform in Local Schools" Educational Planning-Programming-Budgeting A Systems Approach, Harry J. Hartley, (Prentice Hall, Inc., Englewood Cliffs, N.J., 1968). p. 137.

In short, the traditional school budget which emphasizes function and objects of expenditures with line-item accountability, is receiving much of the blame for the lack of proper planning and evaluation in educational management.

Consequently, many school administrators are looking for a better management vehicle to improve their evaluation and planning of educational programs.

A look at the University School Budget for the past few years is evidence that we have failed to implement the basic proposition that in a dynamic environment such as education "those who do not anticipate and prepare for the future usually discover a crisis when the future becomes the present".

Without exception, the present budget structure neither encourages nor assists an orderly rationalview of the future. It does not deny the possibility of planning in the sense of our use of the word. But, it fails to organize resource utilization problems in a way that invites a planning viewpoint; also it fails to organize cost information by a method that permits relating requirements to objectives.

By comparison, the University School PPBS model facilitates planning and evaluation. While the traditional budget does not deny the possibility of planning, PPBS does not insure that it will take place. The contrast is that the former hinders sophisticated planning while the latter facilitates it. The traditional budget rails to relate costs to objectives but this is required with PPBS. The advantages of PPBS will be discussed in detail later. The next few pages of this report will be devoted to an historical evaluation of University School budgeting procedure. This is necessary for one to see the many advantages of the PPBS model and is a requirement of the proposal.

Exhibit B-2

University School Budgeting Procedures - An Historical Evaluation

On examination of available budgetary and fiscal records for the University School, it seems apparent that little actual or meaningful planning has gone into budgeting during the last decade or even during the entire existence of the school. The quality and quantity of budgetary records at the University School is very poor, serving to reinforce the conclusion as to the lack of real planning that has gone into the budgets of past years.

The position occupied by the University School in the organization of the Florida State University, the Board of Regents, and the State Department of Education, has created a unique, often hazy state of affairs for the University School. This is especially true in the areas of budgets and fiscal management. Over the years the school has received funds from various combinations of the following sources: State Department of Education, Leon County Board of Public Instruction, Board of Control, Board of Regents, Federal Agencies, Florida State University, and parents of students enrolled in the school (payment of tuition fees). Also, to add more uncertainty to the issue, the yearly allocations from these various sources are never really known as to the actual amount until the last minute. Thus, adequate planning is made even more difficult and almost pointless.

One of the factors making the Demonstration School unique is its funding from other school systems in Florida is the obvious fact that it has no taxing powers. Since it can levy no taxes to produce its share of the Minimum Foundation Program 75/25 funding of schools, it must depend upon the University and the Board of Regents for any funds over and above state provisions through the Minimum Foundation

Exhibit B-2

Program. The allocation of funds from year to year has followed a definite pattern of just enough funds to get by for several years and then a boost for one year to allow the school to try to catch up on needed program improvements, materials, deficiencies, and lagging pay schedule.

Yearly budgetary increases have ranged from .5% to 32% over the previous year. Major increases have been due to salary changes occurring when teachers were placed on twelve-month contracts or when the salary schedule was substantially up-graded. Non-salary categories have not been increased sufficiently on a yearly basis to keep up with the 4-5% yearly increases in costs due to inflation. (See budget comparisons on next page.)

Exhibit B-2

A COMPARISON CHART SHOWING SUCCESSIVE YEARS OF BUDGET CATEGORIES FOR THE UNIVERSITY SCHOOL AS FOUND IN THE FLORIDA STATE UNIVERSITY BUDGET DOCUMENTS 1960-1969.

Budget Year ategory	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69
alaries	$337,211	$334,660	$346,544	413,160	457,600	470,950	484,090	517,389	696,541
PS	------	2,700	2,000	2,000	2,000	1,920	2,320	6,926	3,000
xpenses	17,000	17,000	17,000	19,000	19,000	19,045	19,045	20,953	22,000
CO	4,700	4,000	4,500	3,000	3,500	3,500	3,555	4,743	5,000
OTAL	$358,911	368,360	370,044	435,160	482,100	495,370	509,010	550,011	726,541
pproximate % f Yearly ncrease	---	3%	.5%	18%	10%	3%	3%	8%	32%

NOTE: Attention is called to the obvious conclusion drawn from the chart above that little attention has been paid to budget needs of the University School for any area other than salaries. In the last ten years, salary allocations have more than doubled. The Expense category has shown a slow increase, usually in spurts, and is up less than one-third over ten years ago. The remaining areas of OPS and OCO are in poor shape, indeed. These have both seen decreases in past years and have just this past year reached a point that is $300.00 greater than this allocation in the same category in 1960-61. Surely, this points out the need for careful planning, justification of needs, and adequate funding to meet those needs.

Exhibit B-2

As with most traditional budgeting, this University School budget reflects little consideration as to the type of program being carried out in any of the grades or departments. Identical allocation of funds is made for areas that could not possibly have the same programs or fiscal needs. The last ten years have seen some improvement in the allocation of funds. This is illustrated on the following page with comparison of the 1959-60, 1963-64, and 1968-69 Expense Budgets. The different budgets contain varying categories from those shown on the next page, but some areas had to be combined in order to allow comparison with the other two budgets. A few areas of the program have been omitted in showing these three Expense Budgets.

Exhibit B-2

COMPARISON OF DEPARTMENTAL EXPENSE BUDGETS

1959-60/1963-64/1968-69

Department/Grade	Allocation 1959-60	Allocation 1963-64	Allocation 1968-69
Elementary Art	$200	$	$575
Elementary Science	80		
Slementary Spanish	40		
Kindergarten	80	50	700
1st Grade	260	200	700
2nd Grade	200	200	700
3rd Grade	200	200	525
Intermediate	540	2400	1300
Special Education	60	80	200
-----Sub-Total	$1660	$3130	$4550
7th Grade	180	110	$
8th Grade	180	115	
Agriculture	60		
English	200	150	1500
Mathematics	80	75	700
Social Studies	70	150	880
Foreign Languages	60	100	550
Science	800	1100	1290
Home Economics	950	450	400
Business Education	630	150	382
Music	625	900	1800
Physical Education	1560	1100	500
Art	700	1000	1200
Industrial Arts	1000	1000	1550
Sub-Total	$6795	$6195	$10,752

Exhibit B-2

* *

Library	$2300	$2300	$2200
Guidance	250	200	750
TOTAL	$9345	$8695	$13,702

Exhibit B-2

As the years have progressed, the disparity between the funds allocated for expenses in the elementary grades and the funds for secondary grades/departments has decreased. The 1959-60 budget indicates the amount received by the elementary grades was about one-fourth of the amount provided for the secondary program. In 1968-69 the elementary program received an amount approximately equal to one-half of the secondary budget. These differences seem very great and the traditional budget gives no indication as to why there are differences in the funds required by different grades and/or programs. The PPBS approach should eliminate the above problem and each aspect of the school's program will be funded according to its own needs and not according to the position it occupies in the school stricture.

Cost data generated by this project show that the disparity still exists in the teaching of math. Furthermore, funds expending for math instruction are lowest in kindergarten and increase thereafter for each year of instruction. This is partly due to the emphasis Americans place on the secondary school and the greater bargaining power of the Departmentalized secondary school. No management system, however, will automatically ensure the optimum allocation of funds among the grade levels but the PPBS model will ensure that the Administrator does not conveniently forget about the problem.

The collection of tuition from all students has allowed the upgrading of the University's School program to a higher level than would be possible with just the funds received from the State and from the University. The collection of tuition helps to offset the

Exhibit B-2

lack of taxing ability on the part of the University School in supplementing funds received through the Minimum Foundation Program.

During the early 1960's, there was a different tuition charge for the three divisions of the University School. The charges were as follows:

Kindergarten	$10.00
Elementary	6.50 &
Secondary	7.50

Currently, there is a $10.00 fee charged per quarter for all students, K through 12. The change to the quarter system for all students by the University has brough additional funds into the University School. It now collects for three full terms as opposed to two and one-half terms while operating under the trimester system.

Budget allocations have received very little attention as to actual needs of the school or relevance to stated goals of the school. The only occasion for members of the instructional staff to be called upon to assist with budget planning has been to decide how the already generally allocated funds will be divided between the various departments. This is usually a bargaining session to see who can get the most money and little attention, is or can be, paid to actual program needs. The staff of this project has developed procedures that will eliminate some of these problems. First, teacher involvement in planning budgets is quite extensive. Second, school objectives and needs are brought out in the open and become an integral part of budgeting process. This does not eliminate politics, personalities and tradition from the scene but it does facilitate better decision-making if the institution wishes to make the attempt.

To date, the budget for the University School at Florida State University has been a mere tool by which the school administration could fairly evenly spread the funds throughout the many departments, and, a means for the University Comptroller to see that funds are spent where they were budgeted to be used. It has not been used as a means of planning for the present or the future, nor for proper implementation for current or future programs of study. Hopefully, a PPB System will bring about a better utilization of funds. The PPBS procedure itself should do much to spell out the goals and objectives of the school and bring about a more cohesive school program.

Exhibit B-3

ENROLLMENT, STUDENT, PARENT AND FACULTY DATA

for

FLORIDA STATE UNIVERSITY - UNIVERSITY SCHOOL

RECEIVED
AUG 27 1969
BOARD OF REGENTS
[illegible]
CONTINUING EDUCATION

Exhibit B-3

STUDENTS

A review of the University School enrollment figures over the past five years has revealed a movement up and down between a low of 857 in 1964-65 to a high of 899 in 1966-67. The enrollment for 1968-69 was 884. An effort is made to maintain a balance of male and female students in the school; however figures over the five years indicate that there has been an average of 5.2% more males than females.

The racial composition of the student body has shown a small but gradual increase during the past five years. In 1964-65 2 Negro boys were enrolled in the school. These two students represented 0.2% of the total enrollment. This figure grew to 43 Negro students in 1968-69, 5.0% of the total enrollment. It is pertinent to note that the new admissions policy adopted for the University School August 1 of this year provides in the design a racial composition of 75% Caucasian and 25% race other than Caucasian.

The IQ distribution of the 1968-69 student body was skewed above average. Some 84% of the students this past year fell in a range between 92-124 and over while only 13% fell within the ranges below 92. More specifically the IQ distribution for students grades 1-12 in 1968-69 ranged as follows:

76-down	2%
76-83	4%
84-91	7%
92-108	24%
109-116	21%
117-124	22%
over 124	20%

Again it is pertinent to note that the new admissions policy is designed to select students in such a manner that a more normal distribution of abilities will be evident in the student population.

Exhibit B-3

PARENTS

The current student body comes predominantly from high-income, professional, white-collar families. An analysis of the 1968-69 enrollment at the University School shows that the income level of 50 percent of the 500 families represented exceeds $15,000 per year. 24 percent of the families have an income between $12,000 and $15,000, 17 percent have incomes between $8,000 to $12,000 and 8 percent have $5,000 to $8,000 incomes. Only 1 percent have incomes under $5,000. The new admissions policy establishes a mean family income of approximately $9,000.

Contrary to popular misconceptions about the composition of the University School's present student body, only 32.2 percent are from families of the two state universities in Tallahassee. The remaining 67.8 percent come from homes where the parents are businessmen, state government workers, University staff, public school or junior college teachers, attorneys, federal employees, city or county government employees, physicians and students. Other categories represented in small percentages are ministers, writers, artists, architects and retirees.

The majority of the parents of the 1968-69 students had post high school educations. The results of a survey conducted in the fall of 1968 in which 353 questionnaires were returned out of 495 revealed that of the fathers reporting 11 percent had completed some college, 18 percent had earned the bachelor's degree, 19 percent the master's and 37% the doctor's or equivalent. 12 percent of the fathers had completed high school only while 3 percent had failed to complete at least high school.

Mothers reported that 24 percent had some college education, 27 percent the bachelor's degree, 17 percent the master's degree and 2 percent a doctor's or equivalent. 19 percent of the mothers had completed high school only while 11 percent had less than a high school education.

Exhibit B-3

TEACHERS

The 1968-69 University School faculty was composed of 51 classroom teachers, 2 counselors, 1 librarian, 1 food service manager, 1 principal and 1 director. This was a total academic staff of 57 people. Of the 51 classroom teachers one was a Negro.

Exhibit B-3

FLORIDA STATE UNIVERSITY - UNIVERSITY SCHOOL

ENROLLMENT

Exhibit B-3

FLORIDA STATE UNIVERSITY - UNIVERSITY SCHOOL

1968-1969 ENROLLMENT

Grade	Sex		TOTAL	Racial Composition			
	Boys	Girls		Caucasian		Negro	
				B	G	B	G
K	25	25	50	24	23	1	2
1	25	26	51	25	25	0	1
2	26	25	51	26	23	0	2
3	26	24	50	26	22	0	2
4	26	25	51	26	24	0	1
5	25	25	50	24	24	1	1
6	32	26	58	32	25	0	1
7	43	42	85	42	37	1	5
8	41	45	86	39	43	2	2
9	42	44	86	39	42	3	2
10	45	46	91	41	43	4	3
11	45	45	90	43	42	2	3
12	52	33	85	50	31	2	2
K-12	453	431	884				
1-6	160	151	311				
7-9	126	131	257				
10-12	142	124	266				

Exhibit B-3

FLORIDA STATE UNIVERSITY - UNIVERSITY SCHOOL

1967-1968 ENROLLMENT

Grade	Sex		TOTAL	Racial Composition			
	Boys	Girls		Caucasian		Negro	
				B	G	B	G
K	25	25	50	25	25	0	0
1	25	26	51	25	26	0	0
2	27	23	50	27	22	0	1
3	30	23	53	30	23	0	0
4	26	23	49	26	23	0	0
5	33	27	60	33	27	0	0
6	32	26	58	32	25	0	1
7	41	45	86	40	45	1	0
8	42	45	87	41	43	1	2
9	42	42	84	41	41	1	1
10	48	42	90	47	42	1	0
11	56	34	90	54	33	2	1
12	43	42	85	40	41	3	1
K-12	470	425	895				
1-6	173	148	321				
7-9	125	132	257				
10-12	147	120	267				

Exhibit B-3

FLORIDA STATE UNIVERSITY - UNIVERSITY SCHOOL

1966-1967 ENROLLMENT

Grade	Sex		TOTAL	Racial Composition			
	Boys	Girls		Caucasian		Negro	
				B	G	B	G
K	26	23	49	26	23	0	0
1	27	25	52	27	24	0	1
2	29	19	48	29	19	0	0
3	25	25	50	25	25	0	0
4	32	27	59	32	27	0	0
5	33	26	59	33	26	0	0
6	29	34	63	29	34	0	0
7	37	45	82	36	44	1	1
8	40	44	84	39	43	1	1
9	46	38	84	39	43	1	0
10	56	33	89	55	33	1	0
11	43	47	90	41	47	2	0
12	43	47	90	43	46	0	1
K-12	466	433	899				
1-6	175	156	331				
7-9	123	127	250				
10-12	142	127	269				

Exhibit B-3

FLORIDA STATE UNIVERSITY - UNIVERSITY SCHOOL

1965-1966 ENROLLMENT

Grade	Sex		TOTAL	Racial Composition			
	Boys	Girls		Caucasian		Negro	
				B	G	B	G
K	26	25	51	26	25	0	0
1	30	20	50	30	20	0	0
2	28	25	53	28	25	0	0
3	28	22	50	28	22	0	0
4	36	26	62	36	26	0	0
5	28	33	61	28	33	0	0
6	29	34	63	29	34	0	0
7	42	47	89	42	46	0	1
8	39	42	81	39	41	0	1
9	57	34	91	56	34	1	0
10	39	49	88	37	48	2	1
11	50	42	92	50	41	0	1
12	57	29	86	57	29	0	0
K-12	463	403	866				
1-6	179	160	339				
7-9	138	123	261				
10-12	146	120	266				

Exhibit B-3

FLORIDA STATE UNIVERSITY - UNIVERSITY SCHOOL

1964-1965 ENROLLMENT

Grade	Sex		TOTAL	Racial Composition			
	Boys	Girls		Caucasian		Negro	
				B	G	B	G
K	28	23	51	28	23	0	0
1	30	25	55	30	25	0	0
2	28	20	48	28	20	0	0
3	34	23	57	34	23	0	0
4	28	32	60	28	32	0	0
5	27	28	55	27	28	0	0
6	29	31	60	29	31	0	0
7	43	43	86	43	43	0	0
8	50	36	86	50	36	0	0
9	37	45	82	35	45	2	0
10	53	40	93	53	40	0	0
11	62	33	95	62	33	0	0
12	34	36	80	34	36	0	0
K-12	455	402	857				
1-6	176	159	335				
7-9	130	124	254				
10-12	149	119	268				

Exhibit B-3

FLORIDA STATE UNIVERSITY - UNIVERSITY SCHOOL

STUDENT DATA

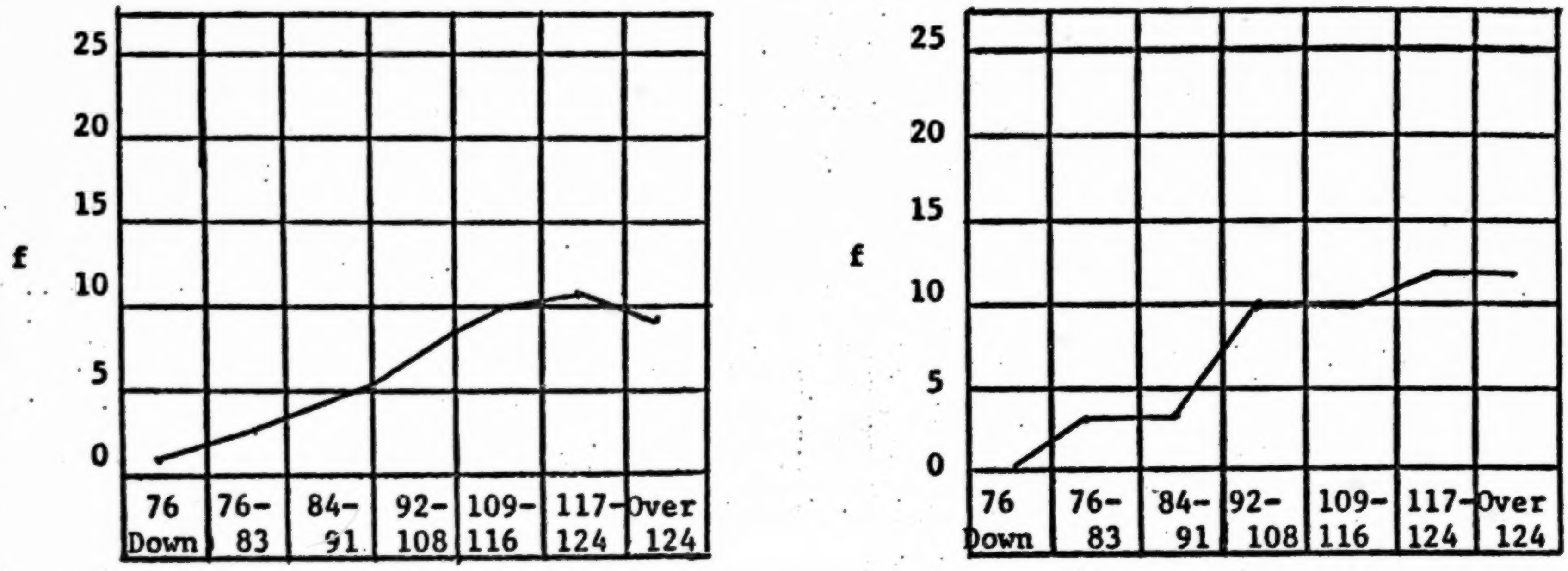
Exhibit B-3

Age-Grade Distribution as of September, 1968

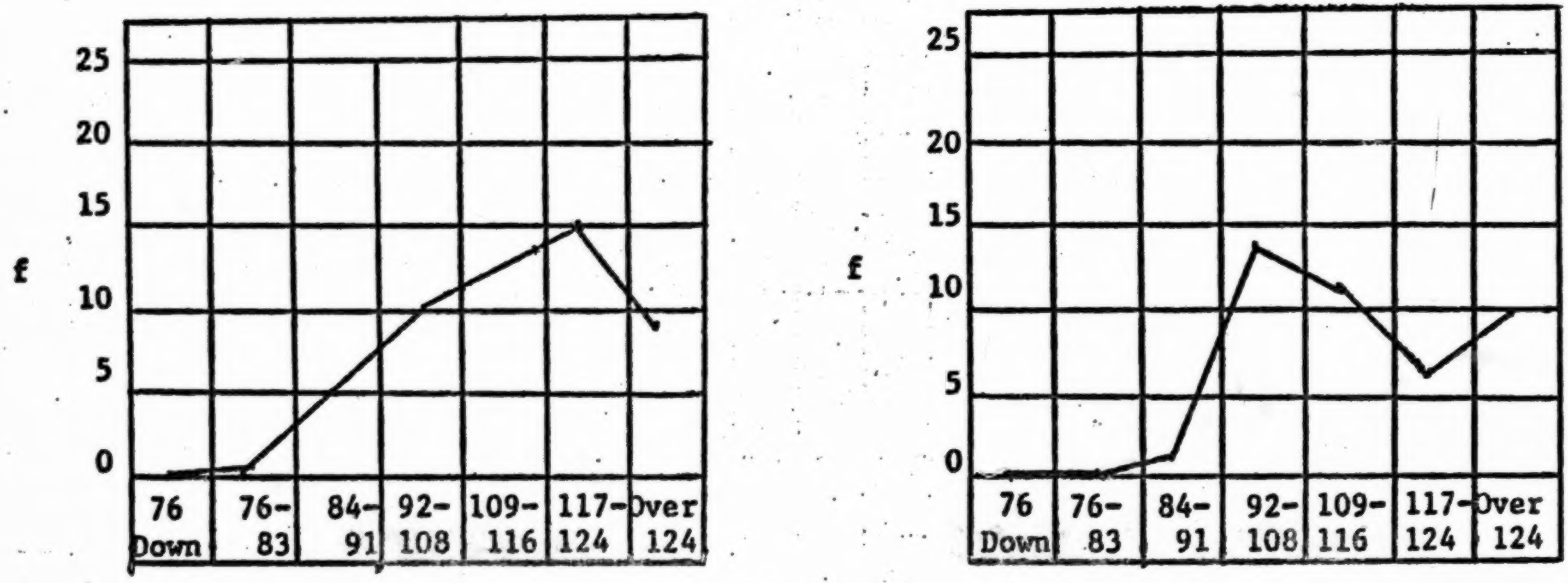
AGE GRADE	5 or less	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Twelfth												33	51	1		
Eleventh											26	60	5			
Tenth										27	59	4				
Ninth								1	19	66						
Eighth								32	51							
Seventh							33	46	3							
Sixth						19	33									
Fifth					7	39	3	1								
Fourth				10	40	1										
Third			7	34	7											
Second		12	29	4												
First	10	33	8													
Kindergarten	45	5														

Exhibit B-3

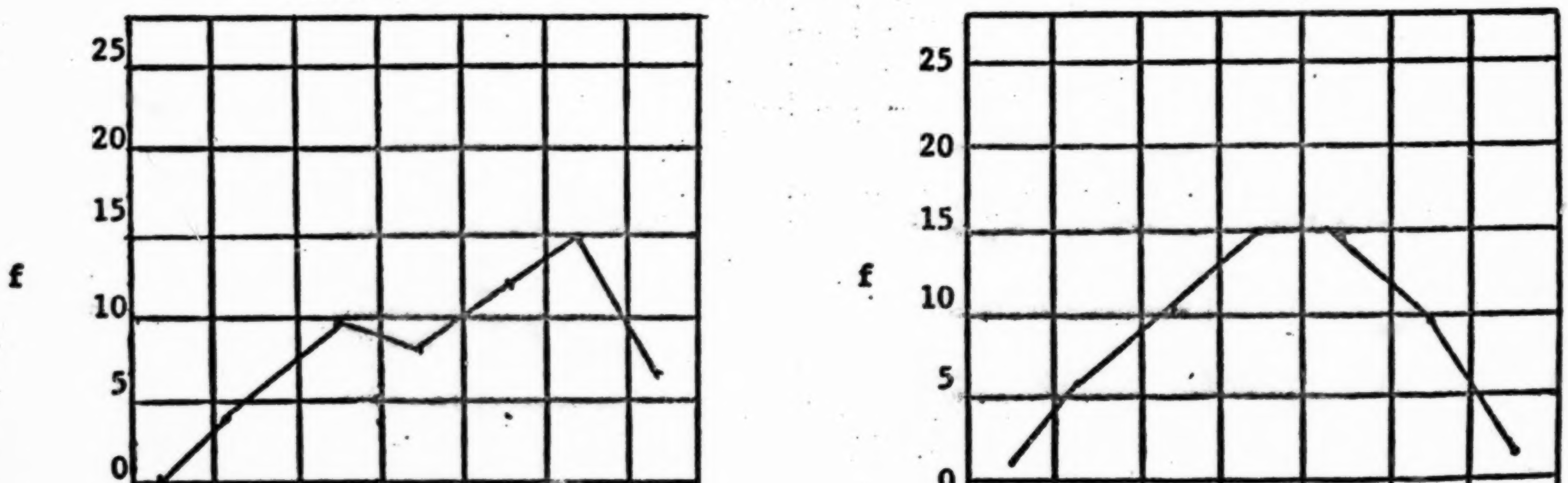
First Grade **Second Grade**



Third Grade **Fourth Grade**

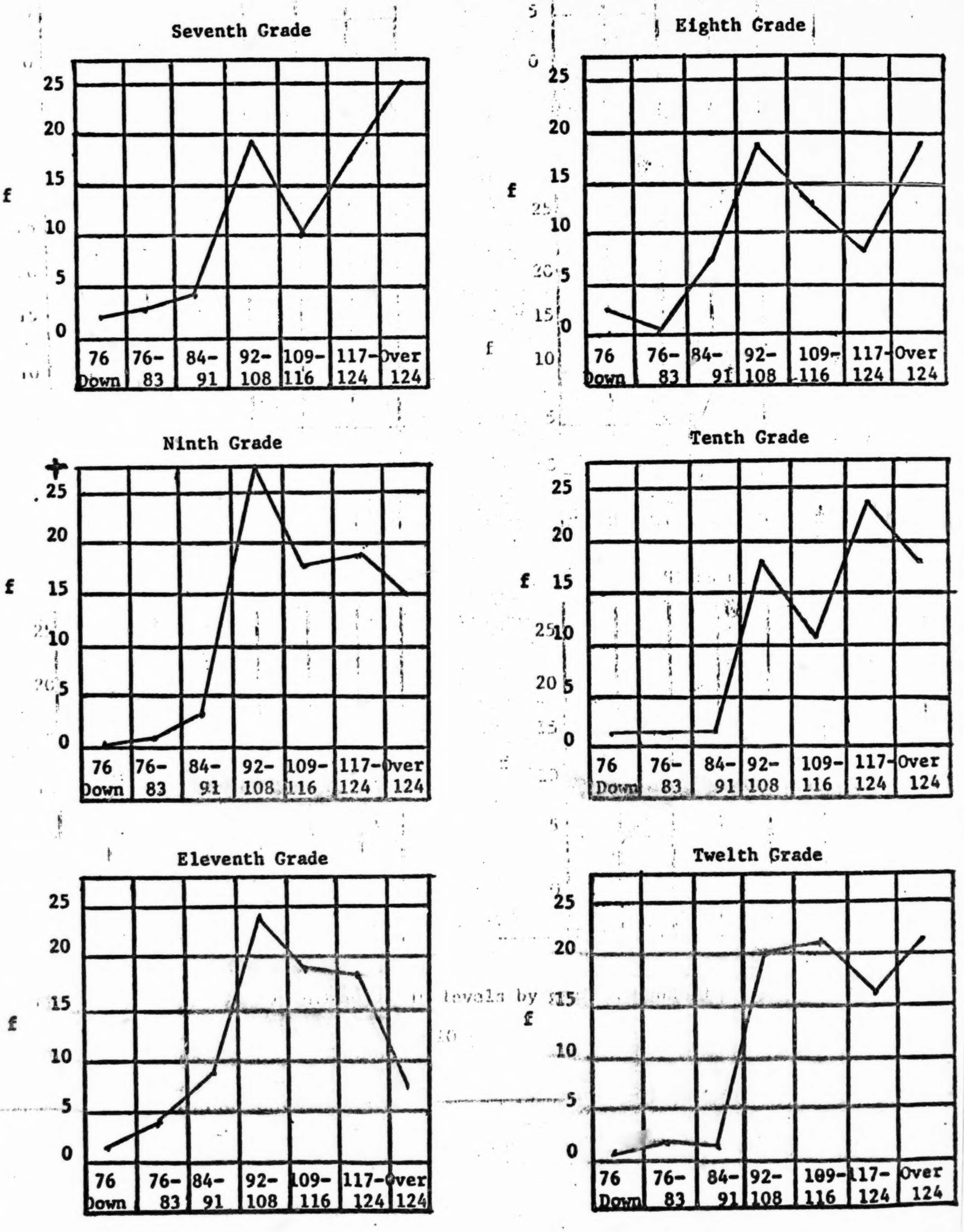


Fifth Grade **Sixth Grade**



Frequency of students in different IQ levels by grades, 1968-69

Exhibit B-3


Seventh Grade

Eighth Grade

Ninth Grade

Tenth Grade

Eleventh Grade

Twelth Grade

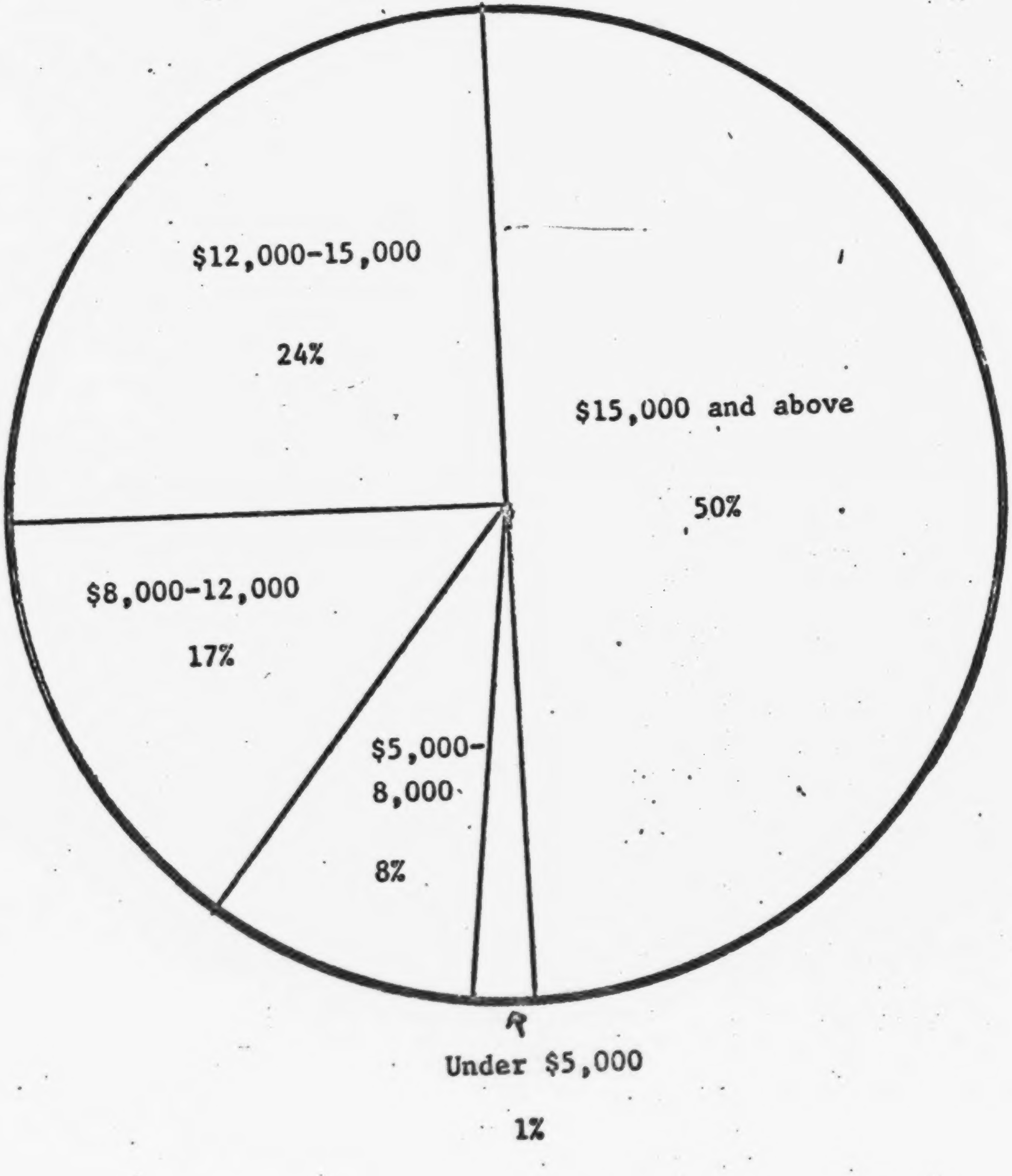
Frequency of students in different IQ levels by grades, 1968-69

Exhibit B-3

FLORIDA STATE UNIVERSITY - UNIVERSITY SCHOOL

PARENT DATA

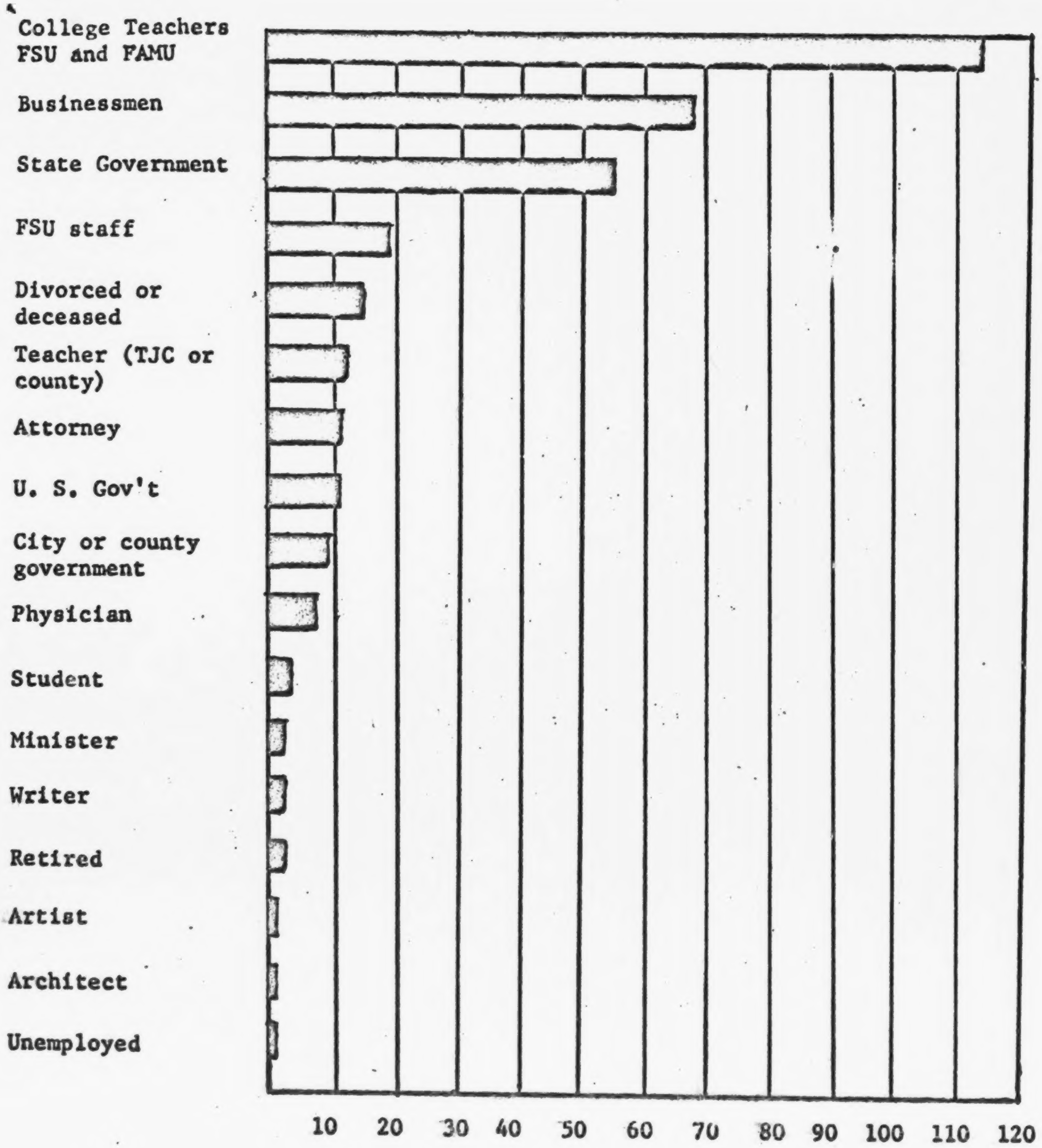
Exhibit B-3



Percentages of families in different income levels, 1968-69

(Percentages are based on 353 returned questionnaires out of 495 submitted.)

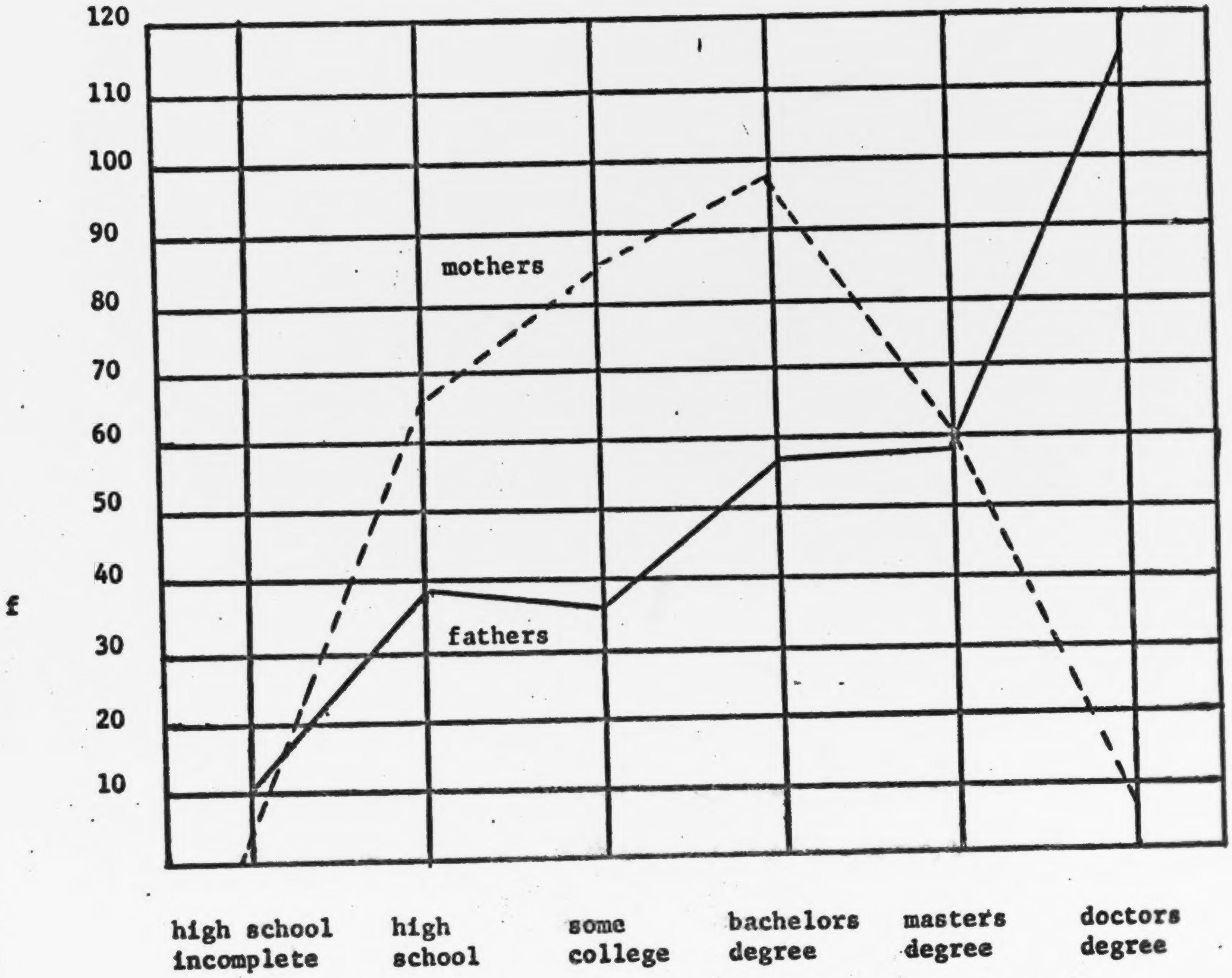
Exhibit B-3



Frequency of occupations of fathers of University School students (333 responses of 495 families)

Slightly over 1/2 of the mothers are housewives. Of these employed many are teachers, are employed on a parttime basis, or are full or parttime students.

Exhibit B-3



Highest completed education of University School parents

(353 questionnaires returned out of 495)

Exhibit B-4

RESEARCH ACTIVITIES

1968-69

THE UNIVERSITY SCHOOL OF FLORIDA STATE UNIVERSITY

Exhibit B-4

In February, 1968, David Thornhill, foreign Language Education, began a research project to determine if second language acquisition follows definite sequences and to identify the development of stages. The population used for this basic research is one found only in laboratory type schools (two non-English speaking German boys, grades 4 and 5). The researcher taped conversations and lessons in English for half hour periods each week over a period of 3 months. In this case, the availability of the unique opportunity prompted the research.

In February, 1968, Barry Crown, Department of Counselor Education and Department of Psychology, began research lasting about two weeks, testing selected subjects, 5-6 years, to assess social class differences in intelligence and language.

In February, 1968, the Director of Guidance and the Head of Department of Home Economics administered a test for Ruel L. Bradley, Jr., Inn-Keeper Holiday Inn, Inc. The 11th and 12th grades were used. The purpose of the test was to determine the attitudes of high school students toward Hotel-Restaurant Management. This project was coordinated with the Department of Hotel-Restaurant Management, FSU. Only one hour of time was required of the University School for this project.

April 10 through 19, 1968, Marie Riely, Department of Physical Education, coordinated a follow-up investigation of an original study made at the University School in 1962. It is a longitudinal study of the relationships between selected Anthropometric Measurements and Tests of Physical Performance of selected girls in grades 7, 8, 9, and 10. A population of 100 students was used.

In April, 1968, Dr. Tom Denmark, Mathematics Education, coordinated a

Exhibit B-4

research project that was an initial step toward the establishment of a program which would facilitate research in diagnosis and remediation of learning difficulties in mathematics. This study continued throughout the remainder of April and May and through the Summer School program of 1968.

In May, 1968, Robert Bacher, Department of Psychology, conducted a research project covering three weeks, titled The Effects of Redundant Stimulus Information on Multiple Ordering Behavior in Children. This basic research used as a population 150 students, grades 1, 3, and 5. As these tests and observations were made individually, the work covered the whole school day for several weeks.

On May 23 and 24, 1968, Mr. Joseph Adams, Department of Science Education, coordinated a pilot study to determine the effectiveness of high school chemistry programs in teaching certain selected laboratory procedures and skills which would be representative of routine behavior of practicing chemists. He was provided a population of eight above average students, in this case, volunteers.

In May, June, and July of 1968, Dr. Frank Rohter and his research associates conducted research that compared blood flow changes in adolescents and preadolescents following training. Population: 20 adolescent and preadolescent boys. Some interesting observations indicated that there is a possibility of predicting skill in a sport, and also a possible relationship between ability to learn muscular coordination skills and reading.

During May, 1968, a graduate student from the Department of Physical Education used 300 eighth grade boys as population to determine if it is possible to teach two wheeled vehicle riding skills with stationary training devices. This test was of considerable interest in Driver Education,

Exhibit B-4

as there is presently a new technique for teaching this skill to young drivers.

Beginning in June of 1968, Mrs. Annie Sue Jefferson, in the Department of Food and Nutrition, began a research project to determine the correlation between basic taste thresholds and food aversions. She worked in the school with a population of 50 high school students, off and on as her schedule permitted, until she completed her project in January, 1969.

In October, 1968, Ed Labinowich, a graduate student in Science Education, was approved to conduct some basic research in the area of Programmed Instruction. Assisted by the University School's Director of Guidance, he applied several instructions to all senior boys (40+) during a two hour period. As a result of his findings in this pilot study, he is continunig his projects with larger groups.

On October 29, 1968, the University School was asked to waive its usual requirements for a project to go through channels for board approval in the case of a graduate student, Joseph Crowley, who was about to be drafted, and needed to finish his research project for his graduate degree. The University School accommodated this student from the Department of Psychology and provided him with forty high school students and space to conduct his research in the area of Verbal Mediation and Short-Term Memory.

In November, 1968, Dr. Frank Turrisi, Department of Psychology began a continuing project to observe selective attention in Normal Children. The University School has made available to Dr. Turrisi and his assistant, space and a population of 200 students, K-4. This project is still in progress. The evaluation of results as obtained will determine the direction of this project.

Exhibit B-4

In January, 1969, Mrs. Joyce Williams, Department of Home Economics Education, was approved to conduct research titled "A Gradient of the Economic Concepts of Elementary School Children and Factors Associated with Cognition." She was provided space and a population of 70, K-7 students. She completed this (pilot) study January 30, 1969, and, after refinement of her instrument, she will make a random sample of over 10,000 students from Leon Public Schools.

January 10, 1969, Mary Massey, Department of Home and Family Life, began work on her project titled Multiple Assessment of Kindergarten Children's Behavior in Block Building Situations. She transported these children (16) individually and in small groups to the Laboratory in the Department of Home and Family Life and made her observation there under controlled conditions. She completed her project January 26, 1969.

January 17, 1969, Rafael A. Lecuona, College of Arts and Sciences, Department of Government, was provided with a class of sixth graders who tested a questionnaire he planned to use in his Doctoral Dissertation. He completed his project in two days, January 21 and 22.

In addition to space and population, the University School provided all of these projects with a great variety of information from cumulative records, from birth dates to test scores.

"The Georgia Project"

CSLS Child-Structural Learning in Science. It is anticipated that this program will be the National Science program, K-6.

The development and implementation of CSLS - Level One was financed by the Georgia Educational TV network and the National Institute for TV.

Exhibit B-4

The University School 1st grade, population 50, is being used in prepilot research to develop and test materials, techniques, etc. before a full pilot program can be implemented in public schools. This school was chosen for the prepilot research because of its availability to the participating research persons in the Science Education Department of the College of Education, FSU. Working in this project are Dr. Charles Matthews, Director, CSLS; Dr. Paul Westmeyer, Associate Director, CSLS; Mrs. Martha Duncan, Development Coordinator, CSLS (all from the Department of Science Education, FSU); and Dr. Darrell G. Phillips, Science Education Center, University of Iowa. Dr. Phillips is an Associate Director, CSLS. (On going project, school year 68-69)

The Department of Religion, FSU, received a $100,000 grant from the Danforth Foundation to develop a Social Studies oriented Religion unit. Dr. Robert Spivey, Department of Social Studies Education and the University School, is field testing material for the course in the Junior High of the University School. Personnel of the University School produced video tape material to present to a seminar in Orlando sometime in March of 1969.

University School Science Department
Research 1968-69

A. Sponsored (funded) Research

1. 1967-68: Research council funded a proposal to investigate the feasibility of a team-taught combined physics chemistry program for the terminal science student. Research in this area was conducted during the academic year. Sara Craig and Lee Summerlin were principal investigators.
2. 1968-69: Research council funded a proposal to investigate the

use of super 8mm, single-concept films as a method of emphasizing sequencing of ideas and concept formation in science teacher training. Work is progressing in this area during the summer. Filming techniques will be developed and a few sample films prepared. In the fall, students (Science Education students) will actually produce films in certain areas of science, showing how a series of ideas lead up to a basic concept in science. The films thus produced will be added to the film collection of the science department. Cal Bolin and Lee Summerlin are principal investigators.

B. Departmental Research

1. A testing program was undertaken with chemistry students in Leon High School. 300 Leon Students and 80 Florida High Students were pre-tested and post-tested with both traditional (Anderson-Fisk) and CHEM Study standardized examinations. Data was analyzed by computer and is currently being examined for statistical significance.
2. The current status of the CHEM Study program has been investigated in detail. Findings from this study have been published in two journals and presented by invitation, at a national meeting of the American Chemical Society and 7 NSF Chemistry Institutes by the science staff.
3. An analysis of all "modern" Chemistry texts (1961-present) has been completed by the science staff. The results from this study have been published in two journals and presented in meetings and NSF Institutes by our science staff.
4. A project, similar to that described for chemistry texts,

is currently underway in physics.

C. Cooperative Efforts with Other Departments

1. Department of Science Education:

The University School has served for three years as a pilot school for the Intermediate Science Curriculum Study (ISCS) currently being developed at FSU. The science staff conducts classes, provides feedback information, and conducts seminars in this program. One staff member is currently working full-time with the project, writing material for the teacher-guides.

2. CAI:

The staff members are currently conducting research in the CAI phase of intermediate science. The Science department will assume complete responsibility for this program in the fall. Two staff members are charged with designing CAI facilities and initiating research proposals.

3. Department of Chemistry (FSU):

A chemistry text written by the chairman of the Chemistry Department has been taught at the University School, providing feedback to the author for revision purposes. This chemistry professor has also taught his material in our chemistry classes.

University School, FSU, 1968-69
Proposal for Installing a Program-Planning-Budgeting System
(PPBS) in the University Laboratory School, Florida State University.

This proposal, to establish a Program-Planning-Budgeting System for the University Laboratory School, stems from the fact that the University School has never achieved its full potential as a laboratory school. Many years of under-financing its extensive programs K-12, coupled with an attempt to maintain and improve the existing programs, has resulted in an almost impossible situation. The system for financing the University School in the past has been on the basis of current programs, and how much it will cost to maintain them. This system leaves out the central questions: how well are the current programs doing, and are they achieving the goals set for the school: We propose to implement a PPB system to assist us in answering the central questions and to provide essential information on how our limited school funds should be allocated. For example, it should be informative to look at the school's programs and objectives from an academic-discipline point of view; and conversely, from a grade level point of view. The degree of programming must be considered on the basis of purpose and cost. Is it possible to adequately finance two sections of each grade K-6? Shall there be two music programs, a vocal and instrumental, or shall there be advanced college preparatory courses in math and science? The number of programs and degrees of sophistication should be based upon value judgements as to their worth when weighed against the purpose of the school and available funds.

Exhibit C

EXHIBIT C: Florida A. & M. University School, Enrollment and other Student Data

Exhibit C

Florida Agricultural and Mechanical University
Tallahassee, Florida
32307
GEORGE W. GORE, JR., PRESIDENT

UNIVERSITY HIGH SCHOOL

September 10, 1969

Dr. Sam H. Moorer, Coordinator
Teacher Education
State University System of Florida
107 West Gaines Street
Tallahassee, Florida 32304

Dear Dr. Moorer:

Transmitted herewith in compliance with your request is information concerning the student body of Florida A and M University High School for the period 1964-65 through 1968-69.

If you need any other information please let me know.

Very truly yours,

Matthew H. Estaras

Matthew H. Estaras
Principal

MHE/ewg

Enclosure: 1

RECEIVED
SEP 10 1969
[illegible]
CONTINUING EDUCATION

Exhibit C

SEP 10 1969
BOARD OF REGENTS
OFFICE FOR
CONTINUING EDUCATION

FLORIDA A AND M UNIVERSITY HIGH SCHOOL

The enrollment of pupils in the Florida A and M University High School for the period 1964-69 is listed here below.

GRADE	1964-65	1965-66	1966-67	1967-68	1968-69
1	30	30	29	26	29
2	28	31	30	30	30
3	30	27	31	31	30
4	32	32	28	32	32
5	29	32	30	30	32
6	31	29	32	31	33
7	31	30	30	32	33
8	32	32	33	24	33
9	43	36	46	34	40
10	55	48	55	58	53
11	50	44	43	43	54
12	50	53	43	39	52
	441	424	430	410	451

Although there has been an unusually large number of pupils transferring to other schools within the county since integration the size of the pupil population has remained practically the same.

Many of the pupils transferring to other schools within the city are children of University faculty members and other professional people.

A desire for broader course offerings was the reason given most often for transferring.

Exhibit C

A study of the mental ability scores of a representative sample of pupils in each of the five years show that there has been little or no significant change in the Intelligence Quotient levels of pupils. In the generally accepted normal range (92-108) there is only a difference of approximately two percentage points between the number of pupils falling in this range in 1964-65 and those in 1968-69.

The range of intelligence quotients of pupils in each of the years studied, as shown in the chart on the following page, is from below 76 to over 124.

There is a decrease in the proportion of students in the highest range and a corresponding increase in the lowest range. However the fluctuations could very well be due to chance.

Exhibit C

MENTAL ABILITY

RANGE IQ	Over 124		117 - 124		109 - 116		92 - 108		84 - 91		76 - 83		Below 76		Number in Sample
YEAR	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
1964-65	9	5.84	15	9.74	31	20.12	69	44.80	18	11.68	9	5.84	3	1.94	154
1965-66	8	4.65	16	9.30	31	18.02	84	48.83	20	11.62	9	5.23	4	2.32	172
1966-67	7	4.04	17	9.82	29	16.76	93	53.75	19	10.98	5	2.89	3	1.73	173
1967-68	7	3.39	14	6.79	31	15.04	95	46.11	39	18.93	13	6.31	7	3.39	206
1968-69	12	3.02	15	3.77	43	10.83	159	40.05	88	22.16	46	11.58	34	8.56	397

Exhibit C

The educational level of the parents ranges from less than an elementary school education to post doctoral study.

A study of the educational status of 641 parents in 1968-69 revealed that thirty-two and six tenths per cent of them had completed college. A little more than half of these engaged in or completed graduate study.

There has been, it appears, a slight decline in the educational status of parents in the five year period studied. Complete data in this area is not available at present.

The occupational status of parents range from unemployed to professional. In 1968-69 twenty-eight per cent of 641 parents who responded to a questionnaire were professional or semi-professional workers, ten per cent were craftsmen, fourteen per cent were domestic workers, eighteen per cent were service workers, other than domestic, and the remainder were scattered among other occupations.

This distribution of occupations seems to be typical for each of the five years being studied.

No hard data ~~is~~ are available on the economic status of the parents of this school. However reliable inferences based on the occupations engaged in can be made.

Most of the families have two wage earners, man and wife, Because of this most families would fall in low middle and middle economic brackets. In 1968-69 there were three families

Exhibit C

earning less than $3,000 per annum. There are also a few families which may be classified upper middle.

The economic status of our parents has remained relatively stable over the past five years.

Pupils are admitted to this school on a first come first served basis. Names are placed on a waiting list and as vacancies occur parents are notified.

It is felt that this method is the best one, at the present time, to insure the proper cross-section of students to service the School of Education. Although many faculty and staff members choose this school for their children, no places are held for them.

There has been only one white pupil enrolled in this school. He was enrolled for the period January to June, 1968.

No white teachers have been employed during this period.

(In 1969-70 there are two white pupils enrolled and one white teacher is employed.)

Exhibit C

EDUCATIONAL STATUS OF PARENTS

YEAR	ELEMENTARY SCHOOL		HIGH SCHOOL		COMPLETED COLLEGE		COMPLETED OR ENGAGED IN GRADUATE WORK		NUMBER IN SAMPLE
	NO.	%	NO.	%	NO.	%	NO.	%	
1964-65	17	10.24	19	11.44	71	42.77	59	35.54	166
1965-66	17	9.09	27	14.43	87	46.52	56	29.94	187
1966-67	27	13.77	32	16.32	78	39.79	59	30.10	196
1967-68	33	16.41	43	21.39	78	38.80	47	23.38	201
1968-69	38	6.30	356	59.03	97	16.08	112	18.57	603

Exhibit C

OCCUPATIONAL STATUS OF PARENTS

YEAR	PROFESSIONAL AND SEMI PROFESSIONAL		CLERICAL		OPERATIVES AND KINDRED		SERVICE AND DOMESTIC		CRAFTSMEN		ARMED SERVICES		HOUSEWIVES		NUMBER IN SAMPLE
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
1964-65	135	56.72	18	7.56	12	5.04	41	17.22	20	8.40	1	.4	11	4.62	233
1965-66	127	51.20	22	8.87	13	5.24	47	18.95	25	10.08	2	.8	12	4.83	248
1966-67	112	46.09	16	6.58	17	6.99	63	25.92	25	10.28	1	.41	9	3.70	243
1967-68	113	38.96	21	7.24	20	6.89	95	32.75	25	8.62	3	1.03	13	4.48	290
1968-69	190	30.55	25	4.06	55	8.89	225	36.17	56	9.00	8	1.29	63	10.12	622

Exhibit D

EXHIBIT D: P.K. Yonge Laboratory School, University of Florida

D-1	Report of Commission on the Role of P.K. Yonge Laboratory School
D-2	Enrollment Data
D-3	Programs and Objectives: Present and Projected
D-4	Statement on laboratory schools, Dr. J. B. Hodges, Director of P.K. Yonge Laboratory School
D-5	P.K. Yonge Laboratory School 5 year research project

Exhibit D-1

REPORT OF THE COMMISSION ON THE ROLE OF THE P. K. YONGE LABORATORY SCHOOL

January 30, 1969

PROBLEM

In its report, April, 1968, The Visiting Committee for the Southern Association of Colleges and Schools made the following recommendation:

> "that the Director of the School and the Dean of the College, with the advice of appropriate individuals from both groups, develop a procedure which will yield proposals for the future role and function of the Campus School. Such proposals would then be refined and accepted functions agreed upon."[1]

In response to this recommendation, Dean Sharp appointed the Commission on the Role of the P. K. Yonge Laboratory School in September, 1968, and charged it to define the School's role or roles, and establish priorities to serve as a framework for long-range as well as immediate decisions and operations.

In fulfilling its obligation to prepare such a report for the Dean, the Commission met for the first time on the evening of October 24, 1968. Subsequently, twelve additional sessions were held, each lasting approximately two hours. Although all members were not able to be present at each session, a quorum was maintained.

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[1] Herbert Wey, Richard Palermo, and Robert Fleming, Report of the Visiting Committee: Southern Association of Colleges and Schools. P. K. Yonge Laboratory School, University of Florida, Gainesville. April 28-30, 1968, p. 3.

PROCEDURE

History of the School: Findings

At its first step, responding to the charge, the Commission reviewed the history of the P. K. Yonge Laboratory School from its beginning in 1934. The review included reports by Dr. Hal Lewis, associated with the School from its third year of operation, and Dr. J. B. Hodges, Director of the School from 1962.

The school was highly innovative in its early years and has continued to demonstrate progressive practices throughout its existence. However, its influence as a change agent in American education has been hampered by inadequate provision for research on its instructional practices. In addition, the degree of flexibility required in the performance of experimentation and other functions requiring rapid changes in budgeting has been prevented by the procedures of the University for fiscal management. As a matter of fact, funds, tools, and staff have never been adequate to perform any of the roles to the degree expected of the School. Further, frequent turnover of administration and faculty has made it difficult to establish clear definition of and continuity in purposes.

With all its obstacles, there have continued to be several identifiable strengths. The "esprit de corps" among the youngsters has been observed in their care for their physical surroundings and in their involvement in their own education and in making decisions. Further, the percentage of "dropouts" has been maintained at a level below one percent for many years. The Southern Association Visiting Committee emphasized in its 1968 report that:

> ...attention be called to the unique status of the program which emphasizes and demonstrates individualization of instruction. Schools in general are making great efforts to achieve this purpose. P. K. Yonge has made major headway in this direction. This feature should be recognized, disseminated and capitalized upon

Exhibit D-1

> by both the College of Education and educational leadership in Florida.[2]

Confidence of the community in the School's program is evidenced by the length of the waiting lists of applicants for admission into the School. Presently, the names of more than 10 per cent of the pupils in Alachua County are on the waiting list for admission.

In 1960, and again in 1967, parents of pupils enrolled in the School indicated in overwhelming numbers their confidence in its program. A 1960 study by Warren Land showed that 85% of the parents reacted to the School's program favorably, while only 1.2% were unfavorable. The 1967 Study showed a total of 87% rating the School's program as excellent or good only .9% rating it as poor.

A high percentage of graduates from the School have been very successful academically and have become leaders in civic and professional pursuits. The impact of the School is perceived in the accomplishments of the educational leaders who trained there, also. Many are on the University of Florida faculty. Others are distributed throughout the state and the nation. Numbers have contributed so significantly to education that they have become nationally prominent.

Pre-service and in-service teacher education was the primary role in the early years. A system of visiting days was set up, and from 1936 until the beginning of World War II, school was held on some Saturdays. Thousands came to visit. Since that time, visitation by public school people from all over the State and nation as well as from other nations has continued, though to a lesser degree. Major functions have continued to be in demonstration and participation with a current interest in program development and educational research.

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[2] *Ibid.*, p. 8

Exhibit D-1

Related Documents: Findings

The Commission also studied the recommendations of the Visiting Committees of 1961 and 1968.

Major recommendations in 1961 were as follows:

1. To define the administrative lines of responsibility;
2. To provide continuity of leadership;
3. To provide an adequate budget, if possible, through public funds;
4. To provide adequate staff time for active involvement in research;
5. To assign the College of Education research staff to function as part of P. K. Yonge staff.

Major recommendations in 1968 were as follows:

1. Definition of the role and function of the Laboratory School;
2. Clarification of the responsibility for policy making for the School;
3. Dissemination in the state of desirable practices in the school;
4. Renovation of the plant, particularly to air-conditioning;
5. Operation of the school on a twelve months basis;
6. Increase in the budget for operation of the school.

Roles identified by the faculty of the Laboratory School listed in the Policies and Procedures of P. K. Yonge Laboratory School were:

1. Observation)
)
2. Internship) teacher education
)
3. Participation)
4. Services to the Profession
5. Research and Experimentation

Related Studies: Findings

Fifteen relevant studies, dating from 1942 to 1968, were reviewed by the Commission. These studies related to the functions of college-controlled campus schools in many sections of the country. Four of the fifteen studies were conducted at the University of Florida.

To summarize, the problem of determining the roles appropriate to on-campus, college-controlled laboratory schools has been a persistent topic of study. The studies indicate that it is still a major problem common to teacher education institutions throughout the nation. The function of teacher training has shifted over the years from student teaching, which at one time was considered the primary function by approximately 95% of the schools, to being rated as first by only 50 or 60 per cent in the early 1960's. Pre-student teaching, exploratory experiences are currently foremost. Observation and participation of teachers in training have been considered important functions over the years. These activities continue to be viewed as primary, but more careful planning and evaluation and diversification of such experiences are suggested by the studies.

Since 1958, there has been an increasing interest in experimentation and research as an important function of laboratory schools, although there is little evidence of its reality. Further, a laboratory school is currently viewed as a place to see not only good practices but innovative ones as well. Failure to maintain visibility through dissemination of information has been a persistent concern.

Insufficient staff, funds and cooperation between college and laboratory personnel have been cited over and over. Nevertheless, it has been the consensus that laboratory schools are needed. The benefits are considered to outweigh the difficulties. Further, while many laboratory schools have been closed in recent years, many more have been opened.

Exhibit D-1

Hearings

Seeking views from the College of Education faculty, an open invitation for hearings was published in a November issue of the Memogator.

The persons heard and questioned by the Commission included three groups:

1. Representatives from Departments and Institutes of the College of Education.
2. Individual faculty members who wished to discuss individual proposals with the Commission,
3. Administrators for the University at the request of the Commission.

Representatives of almost all Departments and Institutes as well as several individual faculty members and Vice-President Connor and Dean Lassiter participated in the Commission's deliberations. A total of fifteen individuals reacted to, elaborated on, clarified, questioned and suggested implcations for the tentative role presented by the Commission.

Several statements of function were prepared by the Commission. Statements were received from session to session as additional views were presented and accepted by the Commission. Decisions for inclusion were based upon the following criteria:

1. Provide for consistency with the functions of the College of Education, and performance of the maximum service of which the School is capable in the attainment of the institution's goals and purposes;
2. Generate support of decision-makers at University, Board of Regents, Budget Commission and Legislative levels;
3. Generate broad and sustained support from College of Education faculty.

Hearings indicated strong support for the Laboratory School to:

- Be a site of cooperative focus in experimentation by a united faculty; i.e., P. K. Yonge and Norman Hall;
- Be served by a strong faculty in which membership is interchangeable between Norman Hall and P. K. Yonge;
- Perform those research and development functions of the University which would be appropriate to the Laboratory School;

- Be adequately supplied with space, funds, and personnel to support and excellent program for pupils and an experimentation role through a research and development program;

- Maintain heavy involvement of graduate students particularly in practicums centered in research techniques and procedures;

- Serve pre-service teacher education as much as is feasible and productive for teachers-in-training without disrupting the program of the School.

Views gleaned from the review of the history of the School and related documents and studies plus views emphasized in the hearings are reflected in the following statement of the role and its implications for future planning by the College of Education.

PROPOSED ROLE FOR THE P. K. YONGE LABORATORY SCHOOL

The role of the Laboratory School proposed by the Commission is that of a great center for experimentation in education to serve educational leadership in the state and the nation. The development and testing of prototypes or models of school practices is seen as the School's major focus. Development and testing of models would be sponsored as pilot studies by the faculty of the College of Education, including those with primary responsibilities in either Norman Hall or the Laboratory School, or with joint responsibilities in both.

Ideas and problems selected for development and testing relative to school practices would be derived from basic research, educational theories, and/or issues in the School's program. Scholarly investigation of innovative ideas by any member or group from the faculty of the College of Education, including the Laboratory School, would be encouraged. Wide latitude in exploring hunches would be encouraged. Hopefully, designs to be precisely tested would be developed from promising results.

Some possible examples of models to be developed and tested are:

1. Curriculum evaluation techniques and procedures, including learning and instruction;

2. Differentiated staffing for optimal development and utilization of human resources;

Exhibit D-1

3. Production and use of both hard and soft ware as educational resources in group and individualized instruction, independent study, individually prescribed and programmed instruction, computer assisted instruction;

4. Techniques for community involvement;

5. Use of internships in administration and curriculum development;

6. Investigation of the process of bringing about constructive educational change within a total school organization;

7. Investigation in the utilization of laboratory experiences in pre-service and in-service teacher education; and

8. Development and testing of instructional goals and practices in cognitive, affective, and psychomotor domains in accord with current and persistent concern for "humanizing" education.

Members of the College of Education (including the faculty of the Laboratory School, the Institute for Curriculum Improvement, the Institute for Educational Leadership, the Institute for the Development of Human Resources, and such other research organizations as might be committed to educational planning) and perhaps other University of Florida agencies, as well as the Florida Educational Research and Development Council, and the Florida State Department of Education would participate in selecting and developing pilot designs to be submitted to a decision making body. Further, these groups would assist in the implementation of experimental designs through the Laboratory School and in investigation and dissemination of findings through the schools of Florida and elsewhere.

Field testing would be accomplished through cooperating school systems, especially county systems holding membership in the Florida Educational Research and Development Council. Results of the field tests would be returned to the College of Education to serve as the bases for possible refinement of models of school practices and for their ultimate dissemination.

Subsequently, those prototypes which appear likely to contribute to the solution of critical problems in education would be disseminated to public schools and other interested agencies.

Exhibit D-1

A place for teachers-in-training to have the opportunity to view pupils as well as teachers and programs is considered essential to teacher education. However, in light of the tremendous increase in the enrollment in the College of Education, while the population and facilities of the Laboratory School remain static, curtailment of observation and participation in pre-service would be necessary. Priority would be given to these functions as they are related to the unique contribution the School can make in the training experience: that is, pre-service involvement in educational experimentation. The experimental focus would possibly open the way for in-depth participation for a relatively small group of students.

Maximum utilization of the Laboratory School is desired. Thus, within the limits of space and staff available and having given priority to the experimental role, opportunities for observation and participation as well as individual research projects could continue to be available. Nevertheless, other means for providing related learning experiences, such as video-taping and closed circuit television as well as identification and utilization of additional cooperative, adequate sites in public schools should be arranged.

RECOMMENDATIONS

This major proposal that the School operate as a center of experimentation assumes the further recommendations that:

1. An outstanding program would be maintained for the pupils enrolled in the Laboratory School and would be consistent with the functions of the College of Education;

2. A unified concept of the faculty of the College of Education would encompass Norman Hall and P. K. Yonge;

3. A research and development program would be established by the College of Education and facilities for research and development would be located at the Laboratory School;

4. Procedures would be developed for the formation of a body which would be representative of the College, including the Laboratory School, and would maintain liaison with all Departments and Institutes within the College, resulting in unification of the research and development function of the College;

5. The principles of stimulating positive interaction among involved individuals and groups and promoting constructive educational change would underlie development and implementation of all research and experimentation.

In order to execute this described role, the Commission recommends more specifically that:

1. A research and development program be established within the College of Education, with basic state support. Long-range planning, programming, and budgeting for experimentation and research to be carried out in the Laboratory School should be developed in relation to this program. Experimental input would be limited in such a way as not to upset the equilibrium in the School's program.

2. Funds, facilities, and personnel be provided that are adequate for effective planning, implementation, evaluation, and dissemination of findings on a long-range consistent basis, through a definite College budget for research and development, including a markedly increased budget for the School.

The Commission wishes to make it clear that it does not recommend, but opposes any conception of an organization that establishes a hierarchy of relationships which puts other College faculty members "over" the Laboratory School faculty with authority to impose a program or experiment that violates the basic commitment of the teacher(s) involved to pupils as people and education as a humanizing process. All people involved must work as equal partners in the enterprise. On the other hand, Laboratory School personnel have an obligation be flexible. Mere custom or personal idosyncrasy cannot be permitted to block change and experimentation. All people to be engaged in making the Laboratory School a great center for experimentation must hold this attitude or the endeavor will almost certainly fail.

On a long-range basis, the research and development program would need to devise some means of providing appropriate pupil populations for particular

Exhibit D-1

research projects. Some populations might possibly be served in other school settings which might be associated with the Laboratory School.

A unified program in research and development should be projected for a minimum of five years and preferably ten years for curriculum studies to be tested in the School. Long-range planning should also implement a regular, year-round operation. Facilities would need to be altered to accommodate the year-round operation and other experimentation, e.g., air-conditioning in a more flexible plant and optimum environments for televising; facilities and staff for curriculum development, testing, and disseminating information.

In conclusion, numerous critical problems in education are being identified. Comprehensive, coordinated programs are needed to investigate possible solutions. Further, skills in development, interpretation, and implementation of educational research, whether related to content or process, have become recognized as essential to the optimum performance of the professional educator. Therefore, it is the consensus of the Commission on the Role of the P. K. Yonge Laboratory School that the School can best serve the College of Education, the University of Florida, the state and the nation by focusing on the role of experimentation in education, including teacher training.

Within this framework, although the quantity of teacher training experiences may be reduced, greater creativeness and significance will be achieved through improved quality in observation and participation for pre-service teachers and through experimentation with new ways of stimulating and promoting purposeful, constructive change in education.

In the opinion of the Commission, the commitment of the faculty of the College of Education of the University of Florida to the experimental role of its Laboratory School will result in a truly great institution for educational leadership throughout this state and elsewhere.

Exhibit D-2

CHARACTERISTICS OF FAMILIES WITH CHILDREN ATTENDING P. K. YONGE LABORATORY SCHOOL

Exhibit D-2

	Count	Percent
Blacks in School	39	4.3%
Foreign Students in School	31	3.3%
Number of children in family:		
1	73	17.4%
2	153	36.4%
3	123	29.3%
4	53	12.6%
5	12	2.9%
6	4	1 %
7	1	.2%
Living with:		
Mother and Father	370	88.1%
Mother	32	7.6%
Father	3	.7%
Mother and Stepfather	10	2.4%
Father and Stepmother	1	.2%
Others	4	1 %
Others living in the home:		
Grandmother	18	4.3%
Grandfather	6	1.4%
Aunt	2	.4%
Others	3	.7%
Cousin	1	.2%
TOTAL	30	7.0%

Education	Father		Mother	
	Count	Percent	Count	Percent
Less than high school	10	2.4%	12	2.9%
High School Graduate	52	12.4%	76	18.1%
Business College	3	.7%	15	3.6%
College--1 year	4	1 %	23	5.5%
2 years	19	4.6%	44	10.5%
3 years	4	1 %	21	5 %
4 years	62	14.8%	131	31.2%
Graduate Work	9	2.2%	13	3.1%
Master's	55	13.1%	47	11.2%
Post Graduate	8	2 %		
Doctor's	122	29.4%	7	1.7%
Higher	2	.4%		
M. D.	39	9.3%	3	.7%
R. N.			17	4 %
No response	3	.7%	9	2.2%

Occupation - Father	Count	Percent
Professor	126	30 %
Doctor	36	8.6%
Professional	86	20.5%
Business	48	11.4%
Executive	23	5.5%
Skilled	55	13.1%
Service	2	.4%
Student	8	2 %
Retired	4	1 %
No Response	1	.2%

Occupation - Mother	Count	Percent
Housewife	244	58.1%
Professional	89	21.2%
Business	11	2.6%
Secretarial	55	13.1%
Special Skill	9	2.2%
Student	10	2.4%

Exhibit D-2

Income of Family During Past Twelve Months:

	Count	Percent
Less than $5,000	14	3.4%
$5,000-$9,999	75	18 %
$10,000-$14,999	139	33.1%
$15,000-$19,999	90	21.4%
$20,000-$24,999	33	7.9%
$25,000-$30,000	15	3.6%
Above $30,000	13	3.1%
Above $40,000	7	1.7%
Above $50,000	2	.4%
No Response	32	7.6%

Language Spoken in the Home:

	Count	Percent
English	408	97.1%
Spanish	6	1.4%
Swedish	2	.4%
Chinese	1	.2%
Indian	1	.2%
No Response	2	.4%

Exhibit D-3

P. K. YONGE LABORATORY SCHOOL

PROGRAMS AND OBJECTIVES: PRESENT AND PROJECTED

MAY 1, 1969

Exhibit D-3

This description of P. K. Yonge Laboratory School's present programs and objectives, and programs envisioned for the future, is based upon deliberations of the entire faculty. Two documents have served as a framework: the faculty's statement of "Values, Beliefs and Goals Underlying the Program of P. K. Yonge Laboratory School", (See Appendix) and Dean Bert Sharp's February 19, 1969, memorandum addressed to the College of Education Faculty.

All members of the Laboratory School faculty participated over a period of several years in the careful formulation of the commitments expressed in the document outlining the faculty's "Values, Beliefs and Goals". It serves as a guide in implementation of the School's present program and in planning for the future of the School.

In Dean Sharp's memorandum, he states that means must be found for the College "to assume a strengthened role in research, innovation and evaluation in education at all levels", and the College's public service role must be defined. The programs envisioned for P. K. Yonge in the future assume that these roles of the College will be strengthened and that the Laboratory School will be provided the quality of support required for the performance of increasingly significant functions in the attainment of this objective.

The document referred to above identifies the values which guide the faculty in the instruction provided pupils enrolled in the School; in their relationships with each other, with pupils and their parents, and with University faculty and students; and in their research, experimentation, and service to the profession. These values include: involvement, sensitivity, democracy, responsibility, scholarship, and authenticity.

Exhibit D-3

It lists as additional commitments those inherent in the faculty's beliefs about their roles which follow:

1. Faculty members are continuous learners.
2. Faculty members value professional status.
3. Faculty members feel a responsibility for the total School program.
4. Faculty members seek to facilitate growth in one another.
5. Faculty members assume a responsible role in the improvement of American Education.
6. Faculty members recognize parents and community as partners in the educative process.

The goals for pupils in the School are listed as follows:

1. That each student develop increasingly positive perceptions of himself.
2. That each student become an effective life-long learner.
3. That each student accept increasing responsibility for his behavior and learning.
4. That each student develop those skills and attitudes necessary for effective group living and democratic interaction.
5. That each student learn to adapt to change and positively effect change.
6. That each student find real meaning for his life.

Exhibit D-3

INSTRUCTIONAL PROGRAM

Program Development

These values, beliefs and goals constitute the commitment under which individual faculty members and faculty groups conduct an on-going program of curriculum modification and improvement. Numerous channels are utilized. Elementary and secondary faculties have their separate organizations with elected chairmen. All secondary departments are organized for curriculum improvement, as is the team responsible for an integrated sixth-seventh grade program. In addition, groups organize themselves for the purpose of finding creative solutions to special curricular problems. A current example is a group consisting of a teacher from each of the three upper elementary grades who are developing a program utilizing multi-age grouping.

During the 1968-1969 pre-planning conference, a decision was made by the faculty that nine curricular goals should be assigned high priority during the current session. A task force coordinates and facilitates total faculty action directed toward the attainment of each of these goals.

1. That every pupil in the School experience excellence in tasks which seem important to him.
2. That all students perform teaching functions and in other ways contribute materially to the operation of the School.
3. That the program of independent learning be strengthened and more clearly defined.

Exhibit D-3

4. That pupils become actively involved in life in the community.
5. That the student activities program be evaluated and modified as appropriate.
6. That the School improve its procedures for evaluating and reporting pupil progress.
7. That increasingly creative procedures for dealing with pupils' adjustment problems be developed.
8. That a model program for utilization of learning resources be developed.
9. That more creative procedures for utilization of closed-circuit TV in teaching and in self-improvement be utilized.

That goals of the total faculty, goals of each sub-group and goals of each individual teacher be clear; that they be consistent with the "Goals for Pupils" as expressed in the policy handbook of the School; that specific plans be developed for attaining our goals; that appropriate evaluation procedures be included in our plans; and that channels for reporting accomplishments be developed.

The Program: Individualization of Instruction

Implicit in the values, beliefs and goals expressed by the faculty is a focus upon the individual student as a unique being, whose uniqueness is valued by the School. The program has as its predominant characteristic, the maintenance of the human dignity of the individual student and provision for those experiences which facilitate his optimum

Exhibit D-3

growth. At a time when many schools over the nation are experimenting with programs for the individualization of instruction, the faculty of P. K. Yonge feel that they have developed a program for individualization which embodies many unique strengths and avoids the regimented progression through isolated subject-matter units so frequently present in such experiments. After examining P. K. Yonge's program in 1968, a Visiting Committee of the Southern Association of Colleges and Schools stated:

> It seems of special significance that attention be called to the unique status of the program which emphasizes and demonstrates individualization of instruction. Schools in general are making great efforts to achieve this purpose. P. K. Yonge has made major headway in this direction. This feature should be recognized, disseminated, and capitalized upon by both the College of Education and educational leadership in Florida.

Within a program which impressed the Visiting Committee of the Southern Association and continues to excite considerable interest on the part of various visitors to the School, several innovations stand out. One of these is to be found at the second grade level. Here, two teachers, an aide who comes from a culturally deprived home and is currently enrolled at Santa Fe Junior College, participants from the elementary education program and interns in elementary education integrate in a unique manner the characteristics of individualization with teacher education. Of special significance in this program is the very large number of experiences provided individually and in small groups, made possible through teaming of effort, rather than the departmentalization frequently employed in programs designated as "team teaching".

Another program of note is that designated "Individual Study". Under this program, forty-four high school students work individually for one hour each day on projects of special interest. General supervision and assistance are provided by teachers to whom they are assigned individually, in terms of consistency of the teacher's skills with their interests and needs. The range of experiences is very broad; examples are: computer training, enrollment in University courses, assisting in the teaching of younger children, and the study of game birds, psychology, advanced foreign language, and the improvement of reading skills.

Equally important, but more difficult to describe, are the many independent study activities carried out in conjunction with scheduled courses. Several juniors and seniors assist in kindergarten teaching; several science students are writing computer programs; independent research is an integral part of the core program at the senior high school level; many students are conducting special studies and services in the community.

A miniature "middle school", including the sixth and seventh grades, is headed by a team of four teachers representing the four basic disciplines. As a team, they provide organizational structure to facilitate individual and small group instruction in their respective areas and provide opportunities for children to make choices from among many activities, in areas which enrich and extend the curriculum.

Other programs attempt to improve reading proficiency in third graders by enhancing their self concepts through self dramatization; provide for fourth graders to select areas for individual study, develop long-range

Exhibit D-3

and daily plans for procedure and present results to the group; experiment in presentation of fifth grade mathematics through individually prescribed activities; and re-group students for core program workshops consistent with students' interest and teachers' abilities at the 11th and 12th grade levels.

An "open shop" procedure is followed in art and industrial arts so that students may enjoy experiences in these areas at any time that their schedules permit, leaving other classes or being scheduled for a period each day throughout the year.

Under the Educational Improvement Act of 1968, the P. K. Yonge faculty formulated a proposal to improve the use of materials and equipment in education, with major emphasis upon their use in individual study. A model organization is being developed for selection, housing and distribution of learning resources, and for faculty exploration of creative utilization procedures. It is anticipated that increasing attention will be directed toward the creation and testing of curricular materials when the necessary space and supporting staff can be obtained for this purpose.

The Program: Integration

The curriculum of the School reflects the trend to integrate content and experiences within a framework of common concepts. Integration of all growth experiences is sought; those taking place outside the boundaries of the school campus, the school year and the school day along with those within the School.

Exhibit D-3

For the past four or five years, groups of faculty have worked toward a concept-based, N-12 science program. A descriptive statement of basic science concepts for elementary school children has been developed and a group of teachers have extensively explored procedures for implementation of a program for building these concepts, with major reliance upon discovery procedures.

An experimental high school program eliminates the separate subjects of chemistry, physics and biology in presenting science concepts as they cut across these specialties. In its second year, this program is exciting attention among science educators at the local university, state and national levels.

With high priority upon the maintenance of a humanistic educational approach in an increasingly mechanistic society, the core program integrates social studies, the study of the English language and literature, and development of communications skills. Through team teaching, specialized workshop experiences, independent study projects, group and individual guidance, and utilization of the community for many laboratory experiences, a quality of integration seldom attained in the highly segmented high school schedule is sought.

Eleventh grade core teachers are developing an experimental program entitled Study of Man to be implemented in 1969-1970. Conceptually based humanities-scientific units will be selected; equilibrium and change in man and society will be sources of inquiry. Materials will be selected from the disciplines of science, social studies, practical and fine arts, and philosophy. Team teaching and differentiated staff will facilitate planning and implementation.

Exhibit D-3

In the third year of experimentation with organizational and instruction methods designed to facilitate transcesence in ten, eleven, and twelve year olds, teachers continue to seek the most promising ways to integrate physical, emotional, social, and intellectual development.

One of the faculty's goals, as stated in an earlier section of this document, is "that each student find real meaning for his life". Relevance of growth experiences in the attainment of this goal is difficult to obtain since our society finds so little need for youth in serving the economic needs of the family. There are few opportunities for productive labor, and when the youth assists in the care and operation of his home he is likely to perceive his labors as supplementing those of a maid or yard man, rather than joining forces with his parents.

The complexity of the social and political structure of our society places intricate citizenship demands upon the young adult. He is likely to reach young adulthood with inadequate experience for rational utilization of his knowledge of social and political issues.

These two needs have led the faculty to the goal of deep and extensive involvement of all students in the social and political life of the community while they are still in school. Serving as a catalyst between the child's experience in curriculum and in the Gainesville community, the faculty Community Involvement Task Force has stimulated major interest this year and helped to provide direction. Bi-weekly publication entitled, "Yonge Concern" reports activities (see attached).

All programs in the School focus to enhance the self-concepts of students. Particularly significant examples are self-dramatization activities coordinated with reading improvement for third graders and

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physical education activities selected to give children many opportunities to succeed in a variety of non-competitive ways.

Second graders visit Gainesville Nursing Home regularly and have adopted "grandparents" there. Bell Nursery and Carver Community Center are sites for service by P. K. Yonge students. Youngsters so involved are playmates and tutors to others. Under supervision on the P. K. Yonge campus, older students assist younger students in the nursery and at other levels, particularly in speech, reading, and mathematics. It is hoped that self concept is enhanced in both the server and the served. Both respond enthusiastically to one another.

In addition, outside resource people are used continually in conjunction with studies at all levels and in all areas of the curriculum. For example, in their study of nutrition, fifth grade youngsters have used parents and specialists from the Medical Center. To give students opportunities to hear various points of view relative to current local, national, and international issues, speakers are brought into core classes. Through courses in industrial arts, students are brought into contact with outside vocational resource people. Field trips in science classes are conducted with specialists from the University departments of science in accompaniment. Two coaches, not employed at the School and for no compensation, assist in athletics year-round. Further, professors from the College of Education cooperate in the instructional program for youngsters particularly in science and mathematics at the elementary level.

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Third and fourth graders have been utilized (by the Cultural Center) as one pilot study group along with other schools throughout Alachua County studying Florida.

A goal for the immediate future is to operate the School year-round with breaks in the formal program of the School occurring at intervals of approximately five weeks, each extending for a period of a week. All facilities for individualized instruction would be open and adequately staffed, and adequate time would be provided for laboratory experiences in the community. An additional benefit would be the time provided for many faculty members to engage in curriculum development, teacher education and research activities. Implementation of this plan is dependent upon acquisition of adequate learning resources, year-round employment of faculty and air-conditioning of the School plant.

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TEACHER EDUCATION

Pre-Service Education

One of the central functions of P. K. Yonge Laboratory School, throughout its existence, has been to assist in the pre-service and in-service education of teachers for Florida and the nation. This function, common to laboratory schools in general, is most frequently performed through providing placement for practice teachers. This has never been the case at P. K. Yonge, where internships have been provided only in those cases where direct benefit to the School's program might be expected.

Many pre-service and in-service programs are conducted at P. K. Yonge. They vary somewhat from year to year as needs change. Pre-internship participation has been the major program for a number of years, especially at the elementary level. Until 1968-1969, all students in elementary education were placed in elementary classrooms for three weeks during the trimester prior to their internship, as a part of their general curriculum study. With the reduction in time allocated for curriculum study in the transition from the trimester to the quarter calendar, the time allocated for participation has been reduced to two weeks.

During their participation at P. K. Yonge, students focus upon planning, working with individual children and small groups, and evaluation. A major benefit is in providing these students, many of whom are the products of highly structured schools, with experience in a program in which structure is adapted to the attainment of clearly perceived goals.

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At the secondary level, the trend during the past several years has been in the direction of including participation in methodology courses rather than general curriculum. At its best, this program involves the College instructor, a P. K. Yonge instructor and the members of a methods class in planning learning activities for a class at P. K. Yonge. The program is then implemented and evaluated by all those involved in the planning. The two instructors thereby serve as a team in working with the P. K. Yonge and college students.

All teacher education students and many students from other fields observe at P. K. Yonge as a facet of their study of child growth and development. Three years ago, this program involved 20,000 student visits to the School. The number has been sharply reduced through the use of closed-circuit television and substitution of tutorial and other services throughout the community for a part of the observation program.

Many University students perform tutorial services at P. K. Yonge under this program. Also, graduate students specializing in reading are provided practicum experiences at the School. All tutorial services are carefully supervised by the School's special education teacher to insure maximum benefit to the University students involved and to those being tutored.

Graduate students in psychology and in counselling are provided supervised practicum experiences at P. K. Yonge. For a number of years, medical students observed in the School and received practical experience through physical examination of students in the School. Many speech therapists have interned at P. K. Yonge, and a number have engaged in specialized activities such as audiometric examinations.

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A very significant service during the current year has been the employment of some fifteen to twenty teacher education students as teacher aides. Through a program made possible under the Educational Improvement Act, these students, some graduate and some undergraduate, assist in the P. K. Yonge program at levels appropriate to their training and experience. Each serves fifteen hours per week.

In-Service

In-service training has involved faculty members in several roles:

1. Teachers from state school systems visit the P. K. Yonge campus. Dixie County teachers met with members of the faculty in an evening meeting, then visited the campus once a month throughout the year. Teachers have also visited and conferred with teachers from Lake City, Palatka, Taylor, Union, Polk, Orange and other schools.
2. Visiting teachers observe here, then a P. K. Yonge teacher goes to the other school for consultation. One teacher has made monthly visits to Baker County and another has been to Union County High and Chiefland. Three P. K. Yonge teachers made a TV tape on individualizing English instruction for an in-service workshop of Alachua County English teachers.
3. Several faculty members serve in other consultant capacities. One instructor is serving as consultant on computerized scheduling in Pinellas County; another worked with state teachers on the Science Fair; two others conferred with

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teachers from Volusia and Brevard counties on a Social Studies Consortium for revamping the social studies curriculum in the state's public schools; this summer, two P. K. Yonge instructors will serve as consultants to American Schools in South America.

4. Various faculty members have spoken at conferences and workshops. One spoke at a joint meeting of the Florida Academy of Scientists and the Florida Council of Teachers of Science; another spoke to a working group of science educators on the University campus.
5. For the past two years, P. K. Yonge has served as an observation center for Head Start teachers from throughout this area; and training institutes, involving early childhood instructors of the School, have been conducted during the summer months.
6. A series of video-tapes on preparing behavioral objectives is being prepared for the State Department of Education, utilizing special competencies of P. K. Yonge staff.

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RESEARCH AND DEVELOPMENT

A source of frustration for P. K. Yonge faculty members has been the failure of the University and its College of Education to effectively exploit the Laboratory School's potential as a great center for research and development. A Visiting Committee of the Southern Association of Colleges and Schools, in 1962, strongly recommended that the Laboratory School be enlarged to provide time for its members to engage in research and development activities. When funds were made available for Research Institutes in the College of Education, it was requested that research assistance be provided for faculty members desiring to design studies in instructional strategies and curriculum change. Several years ago, a joint Norman Hall-P. K. Yonge Committee was assigned the task of formulating a plan for research and development activities in the School. Neither the recommendation of the SACS Committee, the request emanating from the School's faculty, nor the work of the ad hoc joint committee resulted in any constructive action.

Meanwhile, numerous individuals and groups from P. K. Yonge have presented ideas for experimental design. In a number of cases, their ideas for change have been implemented without provision for evaluation. Examples are the middle school program, second grade team teaching, an independent study program, and utilization of older students as teaching assistants in elementary classrooms.

In other cases, the ideas have been dropped or delayed because they could not be carried out without increased support. Most significant among these have been the total faculty's plan for year-round operation;

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a design for developing a N-12, concept-based science program; and a model center for preparation, testing and utilization of learning resources.

This is not to suggest that no significant research has been conducted at P. K. Yonge. Under the School's policy of permitting doctoral students and University faculty from any college to conduct research in the School, an average of fifteen studies have been conducted each year. A number of these have been relatively significant, but it is noteworthy that a majority have been conducted by students and faculty from colleges other than the College of Education.

Currently, a new recommendation for making P. K. Yonge "a great center for experimentation in education" awaits further action by the College faculty. This recommendation, developed by a Commission on the Role of P. K. Yonge Laboratory School, calls for a structure for channelling research and development activities into the School and recommendations for their adequate funding.

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THE P. K. YONGE PROGRAM OF THE FUTURE

Framework for Projections

In projecting programs for the future of the Laboratory School, three considerations seem pertinent. They are:

1. Programs for the future should utilize and be built upon present strengths of the School.
2. Future needs of the College of Education and the education profession should be anticipated.
3. Plans should be consistent with the College's commitment to make the Laboratory School "a great center for experimentation in education".

Focus of Programs

The School has a statement, carefully formulated through total faculty participation over a period of several years, in which the "Values, Beliefs and Goals Underlying the Program of P. K. Yonge Laboratory School" are enumerated and described. The statement is summarized in an earlier section and attached as an appendix to this report.

In adopting this statement, the faculty agreed that it should not be "perceived as a static document which can serve as a guide throughout the future of the School". Instead, "as faculty insight increases there will be continuing changes--deletions, additions and modifications".

Strengths of the present program, recognized by the Visiting Committee of the Southern Association of Colleges and Schools during its recent evaluation, and by numerous other visitors to the School, are those qualities which are consistent with the faculty's statement.

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Since it is important that the School utilize a unifying, directing force, and that future programs be built upon existing strengths, programs of the future should be consistent with and supportive of the faculty's statement of "Values, Beliefs and Goals", with whatever modifications may result from future increases in faculty insight.

Programs

Research and experimentation, teacher education and educational leadership are envisioned as functions of the Laboratory School of the future. However, these are not seen as separate and competitive functions. Service to each should be supportive of the performance of other functions and facilitate the attainment of the aforementioned goals for students enrolled in the School. Therefore, we shall not treat the instructional programs for students, and programs in research and experimentation, teacher education and educational leadership as separate entities, although some programs will be seen as focusing primarily upon the performance of one function or another.

Consistent with the School's philosophy and in anticipation of a continuing need to demonstrate an emphasis upon humanistic values in an increasingly complex, impersonal and mechanistic society, curricular content and experiences will focus upon the Study of Man. Through inquiry into man's relationship to himself, man in relation to man, man in relation to nature, and man in relation to God, central, scientific-humanistic concepts will be developed. Content will be drawn from many disciplines, including science, history, sociology, psychology, anthropology, practical and fine arts, theology and philosophy. Operations utilized will include, among many others, experiences for developing sensitivity;

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techniques for group discussion and rational decision-making; skills for independent learning; and active participation in community affairs.

Teams of teachers will carry responsibility for groups of students in engineering programs to provide the most appropriate experiences possible for acquisition of the basic concepts and skills desired. Selection and ordering of experiences and content will focus upon the distinctiveness of different student's needs. Such considerations as relevancy, long-range significance and promise of major impact upon students will be central as the program aims for precision in stimulating cognitive, affective and psycho-motor development. Around a central core of experiences for all students, a wide range of learning opportunities will be provided through special purpose grouping, individualized instruction and independent study.

From the School as a focal point, educational experiences will extend throughout the community and beyond. Students will be engaged in the performance of community service and civic responsibilities of an increasingly complex nature from early age. Examples are the following: reading to and writing for the handicapped and elderly; assisting in the education of pre-school culturally deprived children; assisting teachers of younger children and in other ways participating in the operation of their School; serving on the boards of community agencies and institutions; conducting surveys for community planning and zoning; and making comparison studies of aspects of local community life by gathering information from other communities visited in the course of family travels.

While relating to the central core of content and skills of the program, such experiences will serve students in finding meaningful purpose for their lives through relevant participation in the mainstream of social and civic life.

The School will be in operation during every month of the year and will not have uniform times for all students to begin or end the school day. At intervals of approximately five weeks, the formal program will be interrupted for a week. During that week, students will engage in independent study at staffed self-instruction centers and laboratories at the School, study at home or in University or community libraries, take field trips, vacation with their families and engage in community affairs.

Since instructional demands will be reduced during these weeks, teachers will be free, on a rotating basis, to meet other professional responsibilities, such as curriculum improvement, teacher education, research and service to the profession.

A model program in learning resources construction, testing and utilization will be in operation. In a materials production and research center, curricular materials appropriate to the needs of the instructional program of the School will be produced, and commercially-produced materials will be rigorously tested in the School's instructional program. In a studio and in classrooms, television tapes and movies will be produced for use in pre-service and in-service education, and for instruction of students at the elementary and secondary levels. Self-instruction centers and laboratories will be located at strategic points throughout the School plant, with the existing library as a focal point.

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These facilities will include wet carrels and computers in the library, in classrooms and in self-instruction centers; and laboratories will be provided for individual investigations, skill development and creative pursuits, in science, mathematics, foreign languages, art, industrial arts and English language arts.

Program development along the lines that have been described will open many other avenues not presently envisioned. While serving as a unifying instrument through the general direction for instructional change which it provides, the School's statement of "Values, Beliefs and Goals" will undergo continuous modification. In turn, as the document is modified to reflect increased faculty insight, still additional avenues for change will be opened.

Development, evaluation and modification of the instructional program will constitute the processes through which the other functions of the School are performed. Consequently, scholarly procedures will be pursued rigorously in implementing these processes. Each change will be initiated upon the basis of a carefully-formulated rationale; consequences of change will be predicted from the best research data available; and results will be rigorously evaluated as a basis for initiating further change. Within this setting, teacher education, research and experimentation will become integral components and educational leadership a natural outgrowth as these functions are programmed into the School's operation.

Research, experimentation and teacher education, then, will be utilizing the most scholarly procedures possible in a continuing search for increasingly effective curriculum, teaching strategies, facilities and organization to help young people to:

develop increasingly positive self concepts
become effective life-long learners
accept increasing responsibility for their own behavior
  and learning
become skillful participants in democratic interaction
become positive effectors of change rather than victims
  of it
develop personal purpose and commitment

Educational leadership functions will be performed as knowledge and skills realized in this search are transmitted to others in the profession.

In the future, a major focus of the School will be upon the needs of graduate students in education. Enrollment projections indicate that the College of Education's graduate student body will increase 351 percent by 1975. This fact indicates drastically increased graduate student involvement in formulating, implementing, and evaluating the program of the School.

An increasing number of advanced graduate students complete their educational programs having had a minimum of experience. Experiences of these students, in general, have been in educational settings in which programs have been developed in a haphazard manner and in which scholarly experimental design is seldom, or never, utilized in providing direction for change. A laboratory school should demonstrate "model"

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procedures in program formulation, implementation, and evaluation, but cannot do so without a quantity and quality of manpower far beyond the level likely to be provided from tax sources.

Knowledge and skills sought in graduate students' programs will gain relevancy as they are more effectively related through personal involvement in the Laboratory School program. The growth in knowledge and skills needed in developing and implementing organizational patterns for educational institutions, curriculum designs, and research proposals will receive major emphasis. The outcome hoped for will be educators skilled in scholarly experimental design and in its utilization in providing direction for change.

As the number of undergraduate students in education continues to increase, it becomes evident that major modifications of laboratory school programs at this level become essential. Already, many experiences for students are provided through other institutions and agencies in the community.

Consistent with the shift in emphasis of the School to experimentation, a major service of the Laboratory School of the future will be experimentation in laboratory experiences in teacher education. Several pilot programs are being conducted currently. In special education, three interns are placed with one teacher each quarter. Two interns are placed in a team teaching situation at the second grade level. Students in the Experimental Program are assigned to P. K. Yonge teachers for specified periods of time in which the P. K. Yonge teacher helps the student obtain the experiences especially tailored to his needs wherever in the School these experiences can be obtained.

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In October, 1968, a proposal was submitted to the Dean calling for experimentation at P. K. Yonge with maximum utilization of one school as an intern center. The proposal, in summary, was as follows:

There seem to be two major problems in internship:

1. The lack of adequately prepared directing teachers in the public schools,
2. The lack of readily available assistance to interns by coordinators from the University.

One hypothesis which might be tested is that desired outcomes are achieved in multiple, rather than single assignments to a single directing teacher. Seminars with the coordinating professor would be an essential aspect in the training. Video-tapes might be used to accomplish the same ends. Thus, if promising, additional internship centers might be established in cooperating public schools within the State.

A second but related study, which might be undertaken, would be in the development of a fifth year program for preparing master teachers. As a pilot study, promising graduates in Elementary Education would be selected and be given fellowships for a year of postgraduate training. Their program would include work as graduate interns for the year in the laboratory coordinated with seminars planned and conducted by a team of professors from the College.

An additional service to undergraduate students will be the demonstration of a unique program of excellence for students and scholarly procedures employed in program development.

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Organization

Since the instructional program of the Laboratory School is regarded as a vehicle for use by the College in professional education and research, and since these functions will be inextricably involved in program development, a radically changed organizational arrangement is envisioned. All faculty of the College will be regarded as faculty of the School. All will be represented in policy formulation through committees charged with responsibility for effective direction of the School's programs. Although direct involvement will be differentiated in terms of faculty members' different roles in the College, it is anticipated that all faculty will be involved directly in one or more of the Laboratory School's programs.

Committees will be formed for each of the School's programs. Each committee will be responsible for all aspects of the program in its area, including program development and evaluation, research, instruction of students, and laboratory experiences in teacher education. For example, a student personnel services committee will have as its responsibility development and implementation of the best student personnel services program possible, consistent with the general goals of the instructional program and needs of students enrolled, teacher education and research needs; a learning resources committee will create the program described in an earlier section of this document; an administrative committee will provide a model program of administrative services, training and research; and a middle school curriculum committee will carry responsibility for that aspect of the School's program.

College Departmental Chairmen may serve as chairmen of committees responsible for areas of the program corresponding with their Departments' educational areas. Elementary and Secondary Departmental Chairmen might serve as chairmen of committees responsible for those divisions in the P. K. Yonge program while the Curriculum and Instruction Division Chairman would head a committee on which these two are members, with responsibility for coordination of the total program.

Under this organizational arrangement, it is anticipated that the distinction between employment in the Laboratory School and in other Departments of the College will be eliminated. All personnel presently employed in the School, except the Director, will become members of appropriate College Departments, and assignments may be interchangeable or divided. For example, a mathematics educator might be teaching one course at P. K. Yonge, one methods course and be engaged in research in mathematics education.

The Director, as a member of the Dean's staff, will serve as ex officio member of all committees, be responsible for coordinating all projects and programs, budget funds for the different programs and projects, and direct Research and Development and Dissemination Service Centers to be established in the School.

Consistent with the College's commitment to make P. K. Yonge "a great center for educational experimentation" and program needs as described in this document, research and development activities will be central in the School's program. Consequently, a Research and Development Service Center is envisioned as a necessity for the effective

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functioning of the program. Staffed by research specialists, the Center will provide research services, including assistance in the preparation of grant proposals, for all committees operating in the School, and will coordinate all research activities. Institute Directors will constitute a committee with responsibility for formulating policy for the Center and advising its staff.

A Dissemination Center will be responsible for seeing that knowledge gained through the School's programs is made available to the education profession in the State and nation. The Center will be staffed by specialists in television and movie production, conference arrangement and publications. The staff will coordinate all dissemination activities of the School, initiate and implement dissemination activities on its own, and serve as resource personnel for all others engaging in dissemination activities.

It is anticipated that such a program as has been described will attract thousands of visitors to the School. Providing opportunities for visitors to observe and discuss the program will constitute one of the major procedures for dissemination. Such other procedures as those listed below might be employed:

1. Hold periodic invitational conferences centering around areas of special investigation in the School's program.
2. Publish bulletins and pamphlets reporting on research and experimentation conducted in the School, special projects carried out, and materials tested in the School's program.

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3. Distribute curricular materials developed in the School, such as audio tutorials, single concept films, and television tapes.
4. Distribute television tapes for use in pre-service and in-service education.

Summary

Although the mission of the Laboratory School has never been defined by the College of Education, tradition has delineated expectations that it

provide an excellent program of instruction for students enrolled in the School
provide appropriate laboratory experiences of students in the College of Education
be experimental
serve University faculty and students desiring to conduct research
provide educational leadership for education in the State and nation

Recently the College of Education faculty decided that the emphasis in the future should be upon making the Laboratory School "a great center for experimentation in education".

Severely handicapped by shortages in staff, space and funds, major emphasis has been upon program development and participation for undergraduate students, especially at the elementary level.

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A faculty statement of "Values, Beliefs and Goals" has provided general direction for program development. Many innovative instructional operations have been adopted during recent years. However, too frequently change has been made without the scholarly experimental design desired in a school which should demonstrate model procedures for educational change.

Legislation of a Special Session of the Legislature in 1968 increased funds for materials, equipment and staff development, and made possible the addition of three positions to the professional staff.

Programs envisioned for the future will continue to be built upon the faculty's statement of philosophy, with modification which may be made as insight increases. Research and experimentation will focus upon creation of the best program possible, consistent with this statement. Graduate students will be involved more extensively in program design, implementation and evaluation. In order to facilitate integration of the functions of research and experimentation, teacher education and program development, a change in organizational structure for operation of the School is recommended.

Under the proposed structure, committees headed by appropriate Departmental Chairmen, will be charged with responsibility for performance of the three functions in relation to each division of the School's program: administration, student personnel services, learning resources and curriculum and instruction (with sub-committees for elementary and secondary curriculum and instruction). The Director of the School will coordinate activities of all committees and direct centers for research and dissemination to be established.